DOCUMENT RESUME

ED 334 371 CE 058 386

AUTHOR Paul, Marianne
TITLE When Words Are Bars. A Guide to Literacy Programming in Correctional Institutions.
INSTITUTION Core Literacy, Kitchener (Ontario).
SPONS AGENCY Ontario Dept. of Education, Toronto.; Ontario Ministry of Skills Development, Toronto.
REPORT NO ISBN-0-9695074-0-2
PUB DATE 91
NOTE 104p.
AVAILABLE FROM Core Literacy, 58 Queen Street South, Kitchener, Ontario N1G 1V6, Canada.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Classroom Techniques; Community Programs; Community Resources; *Correctional Education; Curriculum Development; Educational Resources; Foreign Countries; Intergenerational Programs; *Literacy Education; *Prisoners; *Program Development; Reading Instruction; *Teaching Methods
IDENTIFIERS Family Literacy

ABSTRACT

This five-chapter guide for coordinators of community-based literacy groups working with prisoners is illustrated with prisoners' drawings. The first chapter examines issues affecting learning behind bars. Topics covered include similarities to and differences from other programs, respecting the learner's culture, links between poverty and literacy and poverty and jail, statistical findings, and the effects of the prison environment on learning. Chapter 2 discusses the role of the community, including examining fears and stereotypes, reintegration into society, community volunteers' roles, how prisoners learn from community tutors, and how the community gains. In the third chapter, strategies to promote literacy are suggested, such as adopting the prison library, rewriting materials into easy-to-read formats, peer tutors, group work, one-on-one tutoring, working with teachers, the learner-centered approach, work-related literacy, and family literacy. The fourth chapter gives advice on setting up the program, including information on how the type of institution affects the literacy group, working cooperatively with other literacy groups, developing a regional plan, establishing a liaison, advertising the program inside, training tutors, resources, and inviting feedback from learners. The final chapter provides suggestions for continuing the services upon release, such as setting up a meeting space, dealing with problems, working in halfway houses, and networking with other agencies. Each chapter ends with a section of resources. Appendixes include facts and definitions; a bibliography listing 35 Canadian publications, 6 literacy reports, 8 non-Canadian publications, and 20 Correctional Services of Canada Publications. (KC)

ED334371

WHEN WORDS ARE BARS

WHEN WORDS ARE BARS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M J Schmidt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Published by Core Literacy
Funded by the Ontario Ministry of Education

CE 058 346

WHEN WORDS ARE BARS

A Guide to Literacy Programming in Correctional Institutions

By Marianne Paul

Published by Core Literacy
Waterloo Region, Inc.
1991

3

Copyright © Core Literacy, Waterloo Region, Inc. 1991

All rights reserved. This book may not be reproduced in whole or part, by mimeograph or any other means, without permission from the publisher.

Publisher
Core Literacy
58 Queen Street South
Kitchener, Ontario
N1G 1V6
(519) 743-6090

Project Co-ordinator
Doug Rankin

Researcher/Writer
Marianne Paul

Advisory/Editorial Board
Nick Blazevic
The Rev. Stephen J. Gross
Lenore Latta
Anne Ramsey
Doug Rankin
Robert Straby

Graphic Design
Graham Graphics

ISBN 0-9695074-0-2

Acknowledgements

When Words Are Bars was made possible through financial assistance from the Special Project Fund of the Ontario Ministry of Skills Development. Core Literacy gratefully acknowledges the support of the Literacy Branch of the Ontario Ministry of Education.

Grateful acknowledgement is also made for permission to reprint the following material.

Excerpts from *A Rock and a Hard Place* by Lisa Hobbs Birnie © 1990, published by Macmillan of Canada, a Division of Canada Publishing Corporation.

Excerpts from *"Compulsory Education Policy and the Literacy Classroom,"* by Heather Stewart.

Excerpts from *The Report on the Literacy Needs of Women in Conflict with the Law*, by Barbara MacDonald, published by the Canadian Association of Elizabeth Fry Societies.

Excerpts from *The John Howard Society Of Canada National Literacy Project Report*, by Kimberly Pate.

Excerpts from *Words From Inside*, published by Prison Arts Foundation, with special permission from Stephen Reid to reprint from his preface.

Excerpts from *Prison Journal*, published by the Institute for the Humanities, Simon Fraser University, including an excerpt from Dr. Peter Murphy's article, *"Of Censorship and Prisons: Some Modest Proposals,"* Prison Journal No. 8.

How Many More Days by Nick Blazevic, first published in a book of his poems entitled *Lost In Darkness*.

Excerpts from *Too Few to Count. Canadian Women in Conflict with the Law*, edited by Ellen Adelberg and Claudia Currie, © 1987, published by Press Gang Publishers.

Excerpts from *Journal of Prisoners on Prisons*, published in Edmonton, Alberta.

Acknowledgements

Excerpts from *Communications, Content and Cooperation: An Introduction to Psychology* by Howard Davidson, to be published in the Spring of 1991 by Desilig Ltd. (Calgary).

Reading is Freedom by Shirley Duemo, originally published in *The Westcoast Reader*, Capilano College.

Excerpts from *"Ex-Cons Land Softly on Street,"* by Licia Corbella, published in The Toronto Sun.

Excerpts from the *Mission of the Correctional Service of Canada* and the brochure *Adult Basic Education Program*, published by the Correctional Service of Canada.

Excerpts from a draft copy of *Volunteer Coordinators Procedures Manual*, Ontario Ministry of Correctional Services.

Excerpts from *Shaking it Rough: A Prison Memoir*, by Andreas Schroeder, © 1976, published by Doubleday Canada Limited.

Excerpts from *Criminal Neglect. Why Sex Offenders Go Free*, by W.L. Barrett and Sylvia Marshall, © 1990, published by Doubleday Canada Limited.

Artwork by prisoners and parolees supplied by, and used with the permission of, the Prison Arts Foundation.

Artwork by Rick Petsche, developed for Winter Films to illustrate the film production, *The Other Prison*.

CONTENTS

A WORD AT THE BEGINNING

THE ARTISTS

Page 11 — **Chapter One**
A LOOK INSIDE
Issues Affecting Learning Behind Bars

Page 39 — **Chapter Two**
REACHING IN
The Role of the Community

Page 53 — **Chapter Three**
STRATEGIES TO PROMOTE LITERACY

Page 73 — **Chapter Four**
SETTING UP THE PROGRAM

Page 93 — **Chapter Five**
UPON RELEASE
A Continuation of Services

Page 101 — **Appendix**
FACTS AND DEFINITIONS

BIBLIOGRAPHY

INDEX

About the Guide

When Words Are Bars is written for co-ordinators of community-based literacy groups. It is hoped that others will also benefit from the *Guide*.

The word *Guide* has been carefully chosen. It emphasizes that each correctional facility is different. Rules, procedures, staff organization and the needs of learners vary from institution to institution. There is no one set of written instructions that will apply to every situation.

Neither is there a single way in which all literacy groups operate. Literacy co-ordinators are encouraged to shape the information in the *Guide* to suit their individual program, their learners and the institution in which they operate.

Feedback indicated at the beginning of this project that a need existed for a written resource that could be applied to a variety of facilities — the local jail, a detention centre, a provincial correctional centre or federal penitentiary.

When Words Are Bars is designed to meet this need. It gives general information that is useful to literacy workers operating behind bars **anywhere**.

Notes and Networks

Each chapter ends with a section called *Notes and Networks*. This section footnotes information, but is also meant to do more. It provides contacts for resources, books, journals, videos, organizations and people — important information literacy co-ordinators may want to follow up on their own.

8 A Word at the Beginning

Language

Words such as 'in jail', prison and prisoner are often used in the *Guide* to refer to all correctional facilities and the people serving time within them. This is not to ignore the fact that there are differences between provincial and federal corrections in Canada, and between the various types of provincial facilities. People primarily interested in specific terminology may want to read the Appendix, *Facts and Definitions*, first.

Recognition

Many people influenced the direction of *When Words Are Bars*. A sincere thanks is extended to the members of the editorial/advisory board. Each one of you is reflected in the pages of this book.

Thanks is also due to those people who took the time to write, talk on the phone, meet in person or provide resources and contacts. You are too many to mention by name, but your input was invaluable.

Thanks as well to Sandra Miners, John Ahvenniemi, Shelley Borrowman, Michael Johnson, Kimberly Pate, Pam Mayhew and Lise de Villiers. You are all busy people, but still found the time to offer your insights, knowledge and talent.

Finally, but most importantly, a special thanks to those learners, prisoners and former prisoners who shared their ideas, emotions, intelligence and experiences — either directly through conversations and interviews, or through their writings and art.

9 The Artists

The following works of art are supplied by the Prison Arts Foundation. The Mission of the Prison Arts Foundation is to aid and encourage artistic and cultural development in Canadian correctional institutions and in convicted offenders, and to stimulate public interest in and involvement with the Canadian criminal justice and correctional systems, convicted offenders, and processes and programs of rehabilitation.

Front Cover	Title:	Point of View (1)
	Artist:	Bjorn Mueller
	Institution:	Guelph Correctional Centre, Ontario
Back Cover	Title:	Point of View (2)
	Artist:	Bjorn Mueller
	Institution:	Guelph Correctional Centre, Ontario
Page 11	Title:	Day Time
	Artist:	Carl D. Bailey
	Institution:	Ontario Correctional Institute
Page 15	Title:	Bear and Eagle
	Artist:	Clint Shipman (Two Feathers)
	Institution:	Sarnia Jail, Ontario
Page 23	Title:	Joey's World: Remembering
	Artist:	Wally Johnston
	Institution:	(Not known)
Page 29	Title:	Chained Anger
	Artist:	James Boyle
	Institution:	(Not known)
Page 33	Title:	Self-portrait
	Artist:	Roy "Kip" Kully
	Institution:	Saskatchewan Penitentiary
Page 39	Title:	Mother and Child
	Artist:	Ralston Bennett
	Institution:	Toronto West Detention Centre, Ontario

Page 45	Title:	Snow Leopard
	Artist:	Rodger Letkeman
	Institution:	Mountain Institution, British Columbia
Page 53	Title:	Cell Block 4C
	Artist:	Linda Sailer
	Institution:	Toronto West Detention Centre, Ontario
Page 59	Title:	The Eagle
	Artist:	Rosie Todorova
	Institution:	Vanier Centre for Women, Ontario
Page 65	Title:	Spyhill Blues
	Artist:	Carey Dale Edworthy
	Institution:	Calgary Correctional Centre, Alberta
Page 69	Title:	Only A Pawn In Their Game
	Artist:	Bjorn Mueller
	Institution:	Guelph Correctional Centre, Ontario
Page 73	Title:	Cottage
	Artist:	Fran Smith
	Institution:	Prison for Women, Ontario
Page 93	Title:	Moments for Reflection
	Artist:	Garry B. Stephens
	Institution:	P.E.I. Provincial Correctional Centre
Page 97	Title:	(Untitled)
	Artist:	Reggie Eaglechild
	Institution:	Calgary Remand Centre, Alberta
Page 101	Title:	Seconds In Time
	Artist:	Gary Grassman
	Institution:	Maplehurst Correctional Centre, Ontario
Page 109	Title:	Home of the Brave
	Artist:	Young Offender
	Institution:	Gothic House, Toronto, Ontario

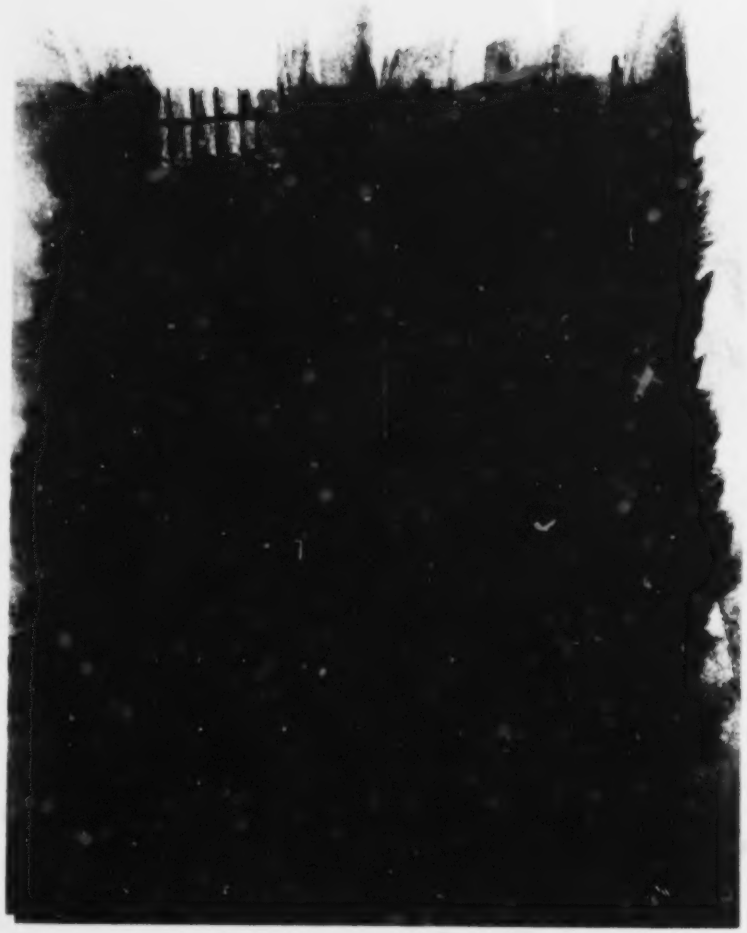
The following works of art are supplied by the artist, who developed them for Winter Films to illustrate the production, *The Other Prison*.

Page 83	Titles:	(Untitled)
	Artist:	Rick Petsche

BEST COPY AVAILABLE

A LOOK INSIDE

Issues Affecting Learning Behind Bars



12 Chapter One

Contents

- Similarities to and differences from other programs
- Respecting the learner's culture
- Links between poverty and literacy
- Links between poverty and jail
- Statistical findings
- An urgent need for literacy training behind bars
- The prison environment and its effects on learning
- Aspects of prison culture and the literacy group
- The importance of being impartial

13 A Look Inside

Issues Affecting Learning Behind Bars

Whether inside or outside prison walls, literacy learners share common goals. They want to improve their reading, writing and numeracy skills. They want to feel good about themselves, their accomplishments and their potential. Most want to be useful members of society, to enjoy life, to be loved and perhaps to love.

If we break down the barriers that categories put between us, and think simply about people, many of these goals are common to us all.

Jails and prisons form a community within the community. As such, they have their own culture. There are values, viewpoints, ways of life and codes of conduct peculiar to life behind bars, and supported by the majority who live there.

The place where prison learners work toward their goals is dramatically different from other places. Participation in a program behind bars is not the same as participation in a program in the community — simply because the learners are in jail.

Community literacy workers leave behind the world of bars and guards, the rule of law called the "inmate code," the regimentation and anonymity of an institution, the boredom of "doing time." They catch a glimpse at what it is to be imprisoned, but that is all, because the doors unlock for them. They may sympathize, but they can't truly understand what their learners' are experiencing, unless they themselves have served a sentence behind bars.

Similarities in learners' goals and needs, and differences in their environment and situation

— these are the main ingredients of the challenge facing community-based literacy programs which operate behind bars.

The two aspects should not be viewed as separate or in opposition. Together, they are a fact of life for the prison learner. Community-based literacy groups must keep both in balance in order to offer a program that has relevance for those in jail.

Culture and Literacy

Literacy groups are becoming increasingly aware of the need to recognize and respect the cultures of learners in their programs. Without such understanding, literacy groups risk alienating the people they seek to serve.

Culture affects learning. We can't view ourselves in isolation from where we've been or where we **are**. Our experiences and surroundings are part of a tapestry that gives us definition, that makes each of us unique.

Literacy programs must be conscious of the culture of the people they serve, whether it is influenced by race, religion, economics, class or **incarceration**.

The literacy worker has the dual responsibility of respecting the heritage and background of the learner, as well as recognizing the demands of the prison culture within which the learner is placed.

Many of those in Canadian jails, for example, are Native people. Statistics show that in 1989 10.6% of all men serving time were Native by race, and 14.4% of all women.[1]

These figures become even more significant when we realize that only 2% of the Canadian

BEST COPY AVAILABLE

population is Native (status and non-status Indians, Metis and Inuit).[2]

In a paper presented at Masqui Prison, Heather Stewart, an instructor in literacy and Native education programs, stated:

> ...the Native prisoner is facing double jeopardy [when taking literacy classes]: incarceration and assimilation, by means of a literacy curriculum from a culture other than his own. However, it is also well documented in contemporary education literature that Native people can benefit from mainstream education when, but only when, they have an understanding of their heritage and when their self-esteem is intact...[3]

This chapter deals with issues affecting people serving time, including aspects of prison culture. It is important that literacy workers understand prison culture, but at the same time, respect the heritage of individual learners.

Respect is integral to the learning of literacy skills. Programs help to cultivate respect by demonstrating a sensitivity to the issues, needs and values that are important to the individual.

Poverty and Literacy

Poverty and illiteracy are often linked. They sometimes form "Catch-22" cycles — reading and writing skills being required to find and keep a job and financial stability being the vehicle for gaining these skills.

Many of those struggling to make ends meet do not see literacy as a solution to their poverty. Literacy takes a back seat to immediate demands. If identified as a goal, literacy is viewed as an "extra," something to be addressed in the future after other needs are met. The "Catch-22" cycle continues.

In 1989, the Canadian Association of Elizabeth Fry Societies issued the *Report on the Literacy Needs of Women in Conflict With The Law*. The report notes that women who come in contact with the Society:

> do not tend to see literacy as a priority: they would rather have jobs and stable lives. They tend not to see the connections between literacy and employment, since they view a job not as a career, but as a mechanism for earning money in the short term.[4]

Those who worked with the women identified requirements more urgent than literacy:

> [While the majority] felt there is a great need for literacy programming, agencies must deal with the immediate physical and financial needs of their clients first; literacy training comes a far second.[5]

A challenge is spelled out for community-based literacy groups. There is a need to educate others on the primary importance of literacy training. This includes those who may be the recipients of such training and those who are in a position to refer them to it.

The community-based literacy group must also examine its programs, and then shape them to ensure they are relevant to the **immediate** needs of each learner. Literacy must not be presented as something "separate" from everyday living, but as an integral part of it.

But still another challenge is issued to community-based literacy groups through the Elizabeth Fry Society report. That challenge — to enter and deliver programs **inside** Canadian jails and prisons.

"Literacy needs should be addressed within the institution, while there is time that is generally wasted," an Executive Director of the Elizabeth Fry Society explained. "Even in a 30-day sentence, significant inroads could be made as the start of a positive experience. Women are open to learning at these times. They have nothing to lose, but lots to gain."[6]

Incarceration and Poverty

Poverty is linked to both illiteracy and incarceration. A former parole board member, Lisa Hobbs Birnie, noted in *A Rock and a Hard Place*:

> One only has to work in any prison for a few days to realize that prisons are institutions primarily for the poor.[7]
>
> This is not to say that many poor people are criminals, or that well-to-do people are all law-abiding, nor to deny that the criminal has free will. It is simply to say that most criminals **who are caught and incarcerated** are the products of poverty. White collar-crime is difficult to prove and you don't find well-educated or middle-class people in the lockup for holding up a 7-Eleven store with a penknife, doing a series of neighbourhood break-and-enters, or clobbering a cab driver for his money. The well-off already have the things that can be obtained from this type of crime.[8]

Poverty affects those in jail in many ways. If a husband is convicted and sent to prison, the wife often finds herself struggling to make ends meet. If he is transferred, the family may have to move close to the institution in an attempt to keep bonds intact. Savings are often spent to pay lawyers' fees, or cover household expenses, such as food and shelter. Family members on the outside also "do time."

The cycle continues. Those who have been released sometimes return to crime and jail. Many are unable to find employment because they lack the skills that are needed on the job market. Others lack basic literacy skills, or have had them eroded through lack of use while in jail. Still others must contend with the "mark" of having been imprisoned. Employers do not want to hire them.

Todd is serving time at a provincial jail. He is thirty years old, and cannot read or write beyond recognizing the letters of the alphabet. He took literacy training because he thought it would help him make parole. He dictated a childhood memory to his tutor, creating material for learning. The material sheds light on why he hadn't mastered literacy skills, and on his childhood poverty and neglect:

> I left home when I was eleven years old. I lived in a park and slept with a sleeping bag over me. I had sardines for food and bread. I collected pop bottles. I smoked cigarette butts and took food from the winos.

Literacy and Incarceration

Studies show that many in Canadian jails have poor literacy skills. According to statistics compiled by Correctional Services Canada, approximately 65% of those entering the prison system for the first time are functionally illiterate. A 1981 Canadian census sets the statistics at 39% in provincial jails, and 70% in federal prisons.[9]

An informal estimate given in the Elizabeth Fry Society literacy report states that 50-80% of women coming through the agency have literacy needs. The John Howard Society of

Canada *National Literacy Project Report* does not provide statistics, but points out that:

> certainly, the majority of those who work with offenders and other groups with similar socially-disadvantaged characteristics acknowledge that there is a noticeable lack of functional literacy skills amongst the members of such groups.[10]

The Southam Literacy Survey found that almost one in every four Canadians is functionally illiterate (these figures do not include those in jails and prisons). Statistics Canada confirmed such findings in a 1990 survey.

In a society that had taken the ability to read and write for granted, these numbers startled Canadians out of complacency toward literacy. Yet, if we accept the Southam statistics as valid, alongside those from Corrections Canada, the results are even more startling. **The prison population has more than twice the number of individuals functionally illiterate than does the non-prison population**.

Using It or Losing It

Broken Words, the Southam Literacy Report, tells us that literacy skills erode over time without use. A "use it or lose it" philosophy prevails. Practice is required to maintain a literacy level achieved.

Literacy is dependent upon active participation in the world of print. This means using words and numbers in daily living. Use of literacy skills must be a constant and lifelong activity.[11]

A high percentage of those tested and found to be functionally illiterate in the Southam Survey said they had more than a grade eight

education (half reported they had attended high school; one-third had graduated from high school; and one-twelfth had graduated from university). While this suggests that education levels do not necessarily mean corresponding literacy levels, it also suggests that individuals who had enough literacy skills to get through school have lost these skills since.

The Southam survey also found that many of those who had completed fewer than eight years of formal schooling proved when tested to be functionally literate. They had acquired the basic literacy skills outside of a school setting.

These findings have a particular bearing upon those in jail. Incarceration can erode literacy skills simply because they are not put to use to the extent necessary to keep them sharp. This fact can be devastating to the person who has served his or her time and is trying to fit back into society. Skills that were once adequate may have deteriorated to the point where job hunting, or other tasks, suffer.

Literacy, therefore, is a concern not only for the person who was tested and found to be functionally illiterate at the beginning of his or her sentence, but also for those found to be literate with 'borderline' results. A person can go to jail marginally literate, and come out functionally illiterate.

Environment

Learning hinges upon stimulation. This stimulation may come from a wide selection of books or other resources, open discussion of ideas and issues, or through participation in the print-related world.

Most prison libraries are limited in their selection and hours of operation. Materials which a tutor brings to the literacy session may be censored or delayed while gaining security clearance.

Security is a fact in any controlled setting, whether a federal penitentiary, a provincial correctional centre or a city jail. The community-based literacy group may be unaccustomed to restrictions. The model for its operations is beyond prison walls, and many of the new rules seem to conflict with the goals of the literacy program.

As one correctional officer put it, people on the outside often don't understand the situation inside — "The spine of a hard-cover book," he said, "can hide a knife."

New tutors coming to a jail are often surprised by the drabness of the physical surroundings. The outside world is one of sensory overload, with colours, objects, signs and symbols competing for attention — all part of the print-related world upon which literacy in dependent.

A woman, taking a correspondence course at a maximum security prison, submitted a story to her teacher. The story told about a world that was grey. The tables were grey. The walls were grey. The grass and trees were grey. Only the main character was brightly coloured. She knew that somewhere far away there was a place where everyone liked her, but she only dimly remembered it. This place, too, was brightly coloured.

The teacher was moved, and then startled when she realized that the writer had drawn on her

BEST COPY AVAILABLE

own experience to create the fictional world. The story was a metaphor for prison. It pointed out the monotony of prison life — the lack of intellectual, emotional and sensory stimulation behind bars.

One young man, who had received a temporary absence pass from a federal penitentiary, talked about returning to the prison early, overwhelmed by the stimulation which is part of everyday city life:

> The cars were moving so fast, people rushing about in the stores Christmas shopping, I couldn't take it...

In one community-based literacy program, tutors realized that sessions behind bars almost always began with the learner asking about the weather. Usually, such remarks are simply an attempt to make conversation. But within the maximum-security institution, where the men spent most of the time indoors, and time outside was restricted, the question takes on new meaning.

Building Walls

The lack of emotional stimulation behind bars is as much a product of self-censorship as anything else. In order to survive, people build walls around themselves. It makes the "time" more tolerable. In an interview in *Prison Journal*, a prisoner explained:

> ... any feelings you come in with you got to bury it, or put it deep behind a wall... a person might not be able to come to terms with another person really close to them after he has been in for a long time. I, myself, have buried my feelings for anything — Whatever feelings I did let out were really guarded. You tend to do that. It becomes an automatic reaction.[12]

Prison is an environment that feeds upon weaknesses. Building walls around oneself helps to disguise those things that will, in all likelihood, be perceived as weaknesses by others. Illiteracy is one of those things.

It takes courage for the person in the community to seek help reading and writing. The need for courage is even greater for those in jail, where there are few secrets, and there is little tolerance for "weaknesses."

Sensitivity

Learners in jail will, at times, be preoccupied with concerns that take precedence over literacy sessions. These may include sentencing, parole hearings, appeals, requests for temporary absences or other issues. They may involve family or problems in personal relationships made all the more frustrating because the learner cannot leave jail to take care of them. They may involve emotional responses — such as anger or depression — resulting from the day-to-day realities of being in jail.

The tutor needs to show sensitivity towards what life in jail is like and how jail may affect learning. It means looking at things from the learner's perspective and recognizing that it won't always be the same as your own.

One teacher leading a writing workshop in a women's prison spoke of a ride on a yacht to explain a point she was trying to make. She then realized the insensitivity of her remark. The women were serving long sentences, and many were poor. They had never ridden on a yacht, nor were they likely to. The example had no relevance to their lives.

Preserving the "I"

In the preface of *Words from Inside* (Volume 9, 1989), the anthology of the Prison Arts Foundation, Canadian author and former prisoner, Stephen Reid, wrote:

> ...walk into any Canadian city lockup - where no writing instruments are permitted - and the first thing to strike you will be the amount of graffiti scratched on the walls, into the tabletops, and burned onto the ceiling... prisoners everywhere have always felt the need to leave their mark, to make sense of their world. Novels have been written in berry juice, diaries have been inscribed on cigarette papers, and poems carved in bars of soap.
>
> ...Locked away in a prison, held separate from the world, made to move daily through a hostile and menacing environ where murder is not a metaphor, ideas are contraband, and sex is just a memory, the prisoner possesses an experience capable of rendering some of the most simple, most profound statements there are to be made on the human condition.
>
> ...All writers grapple with the "in-exactness" of the written word; many writers lack technical prowess. Prison writers are no exception. But prison writing will always be unique, often raw and powerful, because it is writing from experience, not about it. [13]

Perhaps it is the intensity of the prison experience that demands a voice. Perhaps it is the difficulty in maintaining an individual identity. The written word reinforces the fact that there is still an "I."

Those in jail dress alike, eat the same food at the same time, are locked into cells at the same time, wake up at the same time, are counted at the same time and are identified as numbers. But their words belong to them alone. This

underscores another vital reason for literacy training behind bars.

Emotions

Anger, frustration and pain are words used often by prison writers. Being in jail is frightening, threatening and lonely. Time takes on a new role as a Captor. The sky becomes a symbol for freedom; walls and bars are a constant reminder of a lack of it.

But then, prison is not meant to be "pleasant." As one correctional officer put it, "they're in **jail**." That sums up the reality. It is "in jail" that these learners set out to learn. That act alone deserves respect and support from members of the literacy community who know of the challenges learners face, even under ideal learning conditions.

Nick Blazevic participated in a community-based literacy program in jail. His poetry echoes themes that reflect the realities of life for those behind bars.

How Many More Days

It seems like a million days have gone by
since the last time I saw the vast blue sky
now I am just a prisoner of time
all my future plans are on the line
being alone and not feeling safe
sitting here and not being brave
how many more days will I be in this pain
living alone, slowly going insane
how many more days will I cry out loud
not feeling safe, with a dangerous crowd
how many more days must I stay in here
as I struggle through this life of fear. [14]

Self-Esteem

Adults enrolled in literacy training were often unsuccessful in the regular school system.

Many had "failing" grades, and "dropped out" at an early age. Negative experiences at school reinforced later feelings of inadequacy, leading many adults to the false conclusion that "they can't learn because they are stupid."

Those within prison are not immune to such feelings. It is reasonable to assume that negative feelings about learning and education are magnified in an setting in which it is estimated that more than half of the population is functionally illiterate.

Kim Pate interviewed prisoners and ex-prisoners about their experiences with the formal education system. She wrote in the John Howard Society *National Literacy Project Report*:

> Those interviewed reported that many of the past educational experiences of offenders are quite negative and unhappy. Reports ranged from accounts of individuals being ostracized by students and teachers alike because of learning difficulties to stories of the labelling of new students based upon the transgressions of older siblings or other family members.
>
> Home situations were often reported as having been somewhat lacking in supportive, educational guidance and frequently emotionally as well as physically abusive. [15]

Abuse is often part of the upbringing of those who end up in jail, according to Lisa Hobbs Birnie. In prison, she found:

> a sub-stratum of society where abuse is the normal pattern of childhood, and a stable, loving, nurturing beginning the exception. [16]

She kept a tally of the family and social history of all the people between the ages of eighteen and forty she interviewed as a member of the

26 BEST COPY AVAILABLE

parole board. She discovered that 78% had been "cruelly abused" when they were young.[17]

At the 1990 annual conference of the Correctional Education Association, prison educators from around the world gathered to exchange ideas. One theme was stressed repeatedly. Learners inside have low self-esteem. They lack faith in their own abilities or potential, particularly with respect to learning. It is probable that childhood abuse is a contributing factor to these feelings, as well as the prisoner's past failures within the educational system.

Successful literacy workers are sensitive to the needs of adult learners. They recognize that, for many of the people who participate in their programs, previous attempts to master basic reading and writing skills have been unsuccessful. Tutors are careful to create a learning environment that is non-threatening and where the learner experiences early success. This is extremely important in a jail or prison where opportunities for success are minimal and low self-esteem is common.

Some Aspects of Prison Culture

Prison Journal, a collection of poetry, short stories, essays and interviews, is published by the Institute for the Humanities at Simon Fraser University in British Columbia. The aims of the journal are "to provide an arena for the captive voices of those who are imprisoned; to be a spotlight of raw illumination on their condition; and to offer a forum to all those concerned with carrying out a serious examination of the phenomenon of prison."[18]

The 1989 issue of *Prison Journal* explored censorship. It examined factors that are part of

life behind bars — the monitoring of visits, searches of prisoners, and sometimes their visitors, and the reading of mail.

The exploration took an unexpected turn. Censorship of prisoners by prisoners became an issue. Some writers refused to have their work featured with the work of former guards, prisoners detained in Protective Custody and "skinners" who had been convicted of sex crimes.[19] They claimed they wouldn't associate with such groups in prison — neither would they in print.

Another aspect of prison culture that may affect the literacy group is the strict rule of "'us against them at all costs', no matter who has done what and what you might know about it."[20]

Jails, by their nature, set up a dichotomy between those "kept" and their "keepers." One prisoner explained:

> As individuals, some [correctional staff] are fine people, and in another situation, we might have been friends, but I hate them now because of the job they've chosen.

A dimension is added to the concept of learner-tutor confidentiality in an environment where being "solid" or trustworthy is of highest value. Informants are shunned by the prison population.

A literacy co-ordinator told of a situation in which learners in prison "tested" the group by feeding false rumours to the tutors. A response by correctional staff to the rumours would have been "proof" that the program could not be trusted, and so would have sounded its death knell.

The literacy co-ordinator suggested that tutors should not discuss information that would put themselves at risk or compromise the reputation of the program from either the perspective of the learners or of the prison staff. This requires steering clear of conversations that must be reported. Other topics include those that may result in the tutor being asked to deliver items, or perform other tasks.

Impartiality

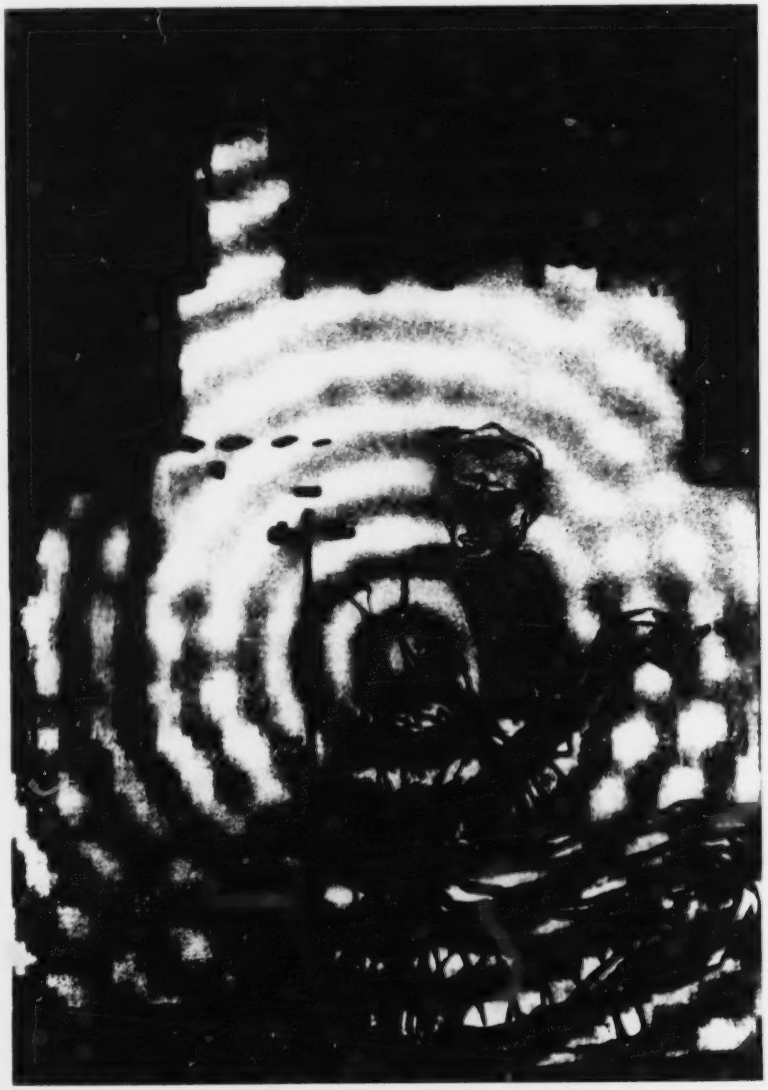
Once a person enters jail, conduct is monitored and evaluated. There are reports to be issued, and decisions to be made by prison staff and others in the criminal justice system. These decisions affect transfers, parole, counselling opportunities, sentences and privileges.

As Ellen Adelberg and Claudia Currie noted in their introduction to *Too Few To Count, Canadian Women in Conflict with the Law*:

> Most of the women we met were young and poor. Very few finished high school, and still fewer had any training for the job market. However, as a result of coming into conflict with the law, their lives were laid open for inspection and judgment by various people in the justice system...[21]

The community-based literacy group may be expected to participate in such judgments by reporting behaviour and progress of individuals during sessions. But to do so will change the nature of the tutor-learner relationship. It will shift emphasis away from the primary focus of the program — to improve literacy skills.

A literacy worker who has never visited a prison before is hit with a barrage of



BEST COPY AVAILABLE

experiences. Depending upon the security level of the institution, there are such things as wire fences, armed guards patrolling the perimeter of the facility and watching from towers, video cameras monitoring movement, staff behind black-tinted glass in the reception area, doors buzzing locked and unlocked with each person passing through them, "frisks" or searches of learners, and the sights and sounds of families visiting and then separating.

Sympathy for the learner is easy to feel, and not necessarily to be avoided. It is important, however, that literacy workers not to be drawn into the "we-they" dichotomy that often exists between prisoners and correctional staff. Recognize and respect it, a literacy co-ordinator offered, but don't become part of it.

In practice, this means acknowledging as valid the tensions that exist on the part of staff and prisoners in any lock-up situation. It means recognizing the need to maintain an impartiality. It means obeying the rules of the institution, but at the same time, showing respect for the learner.

A Final Word

Jail brings a unique and difficult set of conditions to the teaching (and learning) of literacy skills. Each person involved in the process has demands placed upon him or her that are out of the ordinary. These demands require patience, creativity, sensitivity to the perspective of others and, at times, compromise. A literacy program behind bars has little chance of succeeding without extra effort from, and the commitment of, all — learners, literacy workers and prison staff.

Notes and Networks

1. Statistics are taken from the booklet, *Basic Facts About Corrections In Canada 1990*. This and other brochures are available by writing to: Communications Branch, The Correctional Service of Canada, 340 Laurier Avenue West, Ottawa, Ontario, K1A 0P9.

2. See Lisa Hobbs Birnie's book, *A Rock and a Hard Place*, for a discussion about Native people and Canada's criminal justice system, as well as insights about the parole system in general. A former member of the parole board, she says her purpose in writing the book was "to explain how the board works, and to illustrate the human context within which it functions." The book is published by Macmillan of Canada.

3. Heather Stewart coordinated the prison education programs that Fraser Valley College delivered for Corrections Canada: literacy, life skills and Native Education. For further information on her paper, "Compulsory Education Policy and the Literacy Classroom," write: Heather Stewart, Director, Toti:lthet Centre, P.O. Box 3359, Mission, B.C., V2V 4J5.

4-6. *The Report on the Literacy Needs of Women in Conflict with The Law* is available from the Canadian Association of Elizabeth Fry Societies, Suite 600 - 251 Bank Street, Ottawa, Ontario, K2P 1X3. Written as a

result of a research project aimed at determining the links between illiteracy, poverty and crime, it is an excellent look at the needs of women in conflict with the law, and is an invaluable resource for literacy groups aiming to provide services to this group.

7-8. Lisa Hobbs Birnie, *A Rock and A Hard Place*.

9. These figures are compiled by the Correctional Service of Canada, and are based upon testing of prisoners as they enter the federal system.

10. *The John Howard Society of Canada National Literacy Project Report* is available from John Howard Society, 55 Parkdale Ave., Ottawa, Ontario K1E 1E5. The report comprises three volumes, and gives literacy groups an overview of the issues involved in offering programming in a prison environment.

11. *Broken Words* contains articles about literacy that originally appeared in newspapers across Canada during September, 1987. Written by Peter Calamai, the articles are based on the findings of the Southam national literacy survey. The booklet offers a broad look at literacy in Canada. One article deals specifically with prison literacy programs: 'Prison inmates insist "carrot-and-stick" programs don't work.' Copies of *Broken Words* are available for $2 by writing to Literacy, Southam Newspaper Group, Suite 900, 150 Bloor Street West, Toronto, Ontario, M5S 2Y8.

12. The quotation is from *Prison Journal*, No. 5, December 1985. *Prison Journal* features creative work and interviews by and about prisoners primarily, though not exclusively, in Canadian prisons. It is published by the Institute of Humanities, Simon Fraser University, Burnaby, B.C., V5A 1S6. Subscriptions and back issues are available. *Prison Journal* No. 7 deals specifically with prison literacy.

13. *Words from Inside* is the annual anthology of the Prison Arts Foundation, a charitable organization which "recognizes and encourages creativity and talent, and provides progressive educational and rehabilitative opportunities for inmates and parolees." It features

selected written entries in the Prison Arts Annual Competition. The visual arts and crafts submissions are displayed in an Exhibition which tours cities and institutions across Canada. For more information, write: Prison Arts Foundation, 111 Darling Street, Brantford, Ontario, N3T 2K8.

14. The poem originally appeared in the book *Lost in Darkness*, featuring work by Nick Blazevic. Nick's poem "She" appears in *Words from Inside*, the 1990 issue of the anthology of the Prison Arts Foundation.

15. John Howard Society *National Literacy Project Report*.

16-17. Lisa Hobbs Birnie, *A Rock and A Hard Place*.

18. *Prison Journal*, No. 8, deals with censorship. Dr. Peter Murphy's article, "Of Censorship and Prisons: Some Modest Proposals," observes that: "In jail, censorship is a fact of life: mail is censored, visits are censored... Within the prison world, censorship involves conformity to or challenging of a number of codes, those of the authorities or the prisoners themselves. The underlying issue is whether extreme forms of censorship are justified or necessary. Or whether they are unwarranted intrusions into one's basic rights, those which must remain even in the prison context."

19. *Criminal Neglect. Why Sex Offenders Go Free*, is written by Dr. W.L. Marshall & Sylvia Barrett, and published by Doubleday Canada. It provides insight into sexual crimes in Canada, and the treatment of those convicted of them. Interestingly, the authors also relate the link between incarceration and poverty: "Although sex offenders who are imprisoned tend to be unemployed, unskilled or semi-skilled workers who have poor educations and few social graces, this is most likely due to the selective nature of the investigative and judicial process. Offenders from disadvantaged social classes are simply more likely to be charged, convicted and incarcerated than men from more privileged ranks in society."

20. The quotation is from *Shaking It Rough, A Prison Memoir*, by Andreas Schroeder. It is a deeply moving,

well-written, and thoughtful look at the prison experience. A reviewer writes: "In this memoir you feel the wrenching isolation of prison, the constant need to get along, and even the gnawing worry that you may never be able to adjust to the "outside" when you finally get out."

21. *Too Few To Count. Canadian Women in Conflict with the Law* is edited by Ellen Adelberg and Claudia Currie, and published by Press Gang Publishers. The editors state that "approximately 98,000 charges were laid against women in Canada in 1984, and at least 8,000 served time in prison." They add: "This book is a pioneering effort to define the problems related to women's conflict with Canadian law, and to point out avenues for change."

REACHING IN

The Role of the Community

BEST COPY AVAILABLE

Contents

- Examining our fears and stereotypes
- Reintegration into society
- Community volunteers have a role to play
- How learners in jail gain from community tutors
- How the community gains

A Dual Jail

People who are illiterate and in jail are imprisoned twice. First, there are the cells, bars, walls and guards. Then, there is the other kind of prison, less tangible, but just as confining, with bars made of words. Shirley Duemo described this other prison in her poem.

Freedom

Freedom to me is being able to read.
I would fill my life with books.
And read and read and read.
Not being able to read is like jail,
A jail you build yourself.
Stone by stone, bar by bar, block by block.
But when you learn to read,
the jail you build for yourself
slowly begins to come down.[1]

Whose Responsibility?

On a daily basis, literacy workers confront the realities of those trying to cope in a world designed for the literate. They see the human side of the statistics that state one in every four Canadian adults cannot read and write well enough to function adequately.

Every person who musters the courage to approach a literacy program and ask for help has a story to tell. Every person has individual reasons for wanting to learn and personal experiences about how illiteracy affects his or her life.

It is no different for people in jail.

Literacy workers reach out to those in their community who need help mastering literacy skills. They may feel hesitant, however, about extending the same services to those in jail. Fear is often a factor. They don't want to become involved with people who are criminals.

Such hesitancy is understandable. We are bombarded with information about crime from many sources. We read about it in newspaper and books. We see clips about it on the evening TV news. We watch movies and television dramas with plots that revolve around criminal acts and people who commit them.

But much of what we read, hear and see is sensationalized. Our stereotypes do not apply to most of those serving a sentence.

Examining the Stereotypes

Society at large sets jails apart from itself. We ignore the people who inhabit them. In our minds, they exist outside the community. It is a collective shunning.

Yet, "they" may be family, friends, neighbours, even ourselves. "They" come from all segments of society and will return to society when their time is served.

Crime involves a large number of us. Thirteen percent of those in the adult population in Canada have criminal records. In total, that's **2.5 million people**. On a yearly basis, more than 189,000 people are sentenced to serve time in Canada's federal and provincial correctional institutions.[2]

The Canadian Centre for Justice Statistics puts the average daily number of adults imprisoned in Canada in provincial and federal institutions at 27,727. That number does not include people on probation, parole or mandatory supervision. If we add this group to the total, on any given day, there are more than 110,000 people either serving time behind bars, or finishing up their sentence "on the street."[3]

Violent crimes accounted for only 10% of the 2.4 million Criminal Code offences in 1989. Property crimes were 60% of the total. The prevalent stereotype of a "criminal" as someone who is violent does not apply to many in conflict with the law. Neither is it true that those in conflict with the law represent a small segment of our society. Many of us are involved, and this cannot be ignored.[4]

Reintegration

Experts talk about the importance of a smooth transition to the community for those released from jail. Experience and common sense tell us that people who have trouble fitting into society increase their chances of ending up behind bars once again.

Reintegration into society is often viewed as a one-way street. This street leads from the jail to the community. But the street can also lead the other way. The community needs to reach "in" to those behind bars **before** they find themselves out of jail and unsure where to turn.

Literacy training works behind bars for all the same reasons that it works on the street. Learners gain an improvement in self-esteem. They are able to function more effectively in ways defined by themselves to be important. Opportunities increase. Literacy gives people skills to participate in their world in new ways.

A Need for Literacy Behind Bars

Just as in other places in our society, the human side of illiteracy shows itself in jail. The written word becomes paramount for a person transferred to an institution away from family and friends. Letters serve to keep intact ties that bind relationships together.[5]

A researcher tells of an incident in a federal penitentiary where he was startled to discover a prisoner's written tests indicated extreme psychological problems that had not been apparent in their conversations. With further probing, the researcher discovered the discrepancy was a result of illiteracy. The man had copied the answers rather than admit he couldn't read or write. It is not difficult to imagine the complications in terms of treatment that the false test results could have caused.

Literacy skills are needed behind bars in many ways. Forms are used to make requests and register complaints. Some programs and jobs require literacy skills. Reading a book can pass the time and provide its own form of escape. Some institutions insist that requests for personal items, such as soap or deodorant, be made in writing.

The possibilities for the use of literacy are extensive, and as varied as the individual."

The Administration

Correctional Services Canada (CSC) has earmarked literacy as an educational program priority. In 1987, it began an intensive literacy initiative, and set a goal of 4,050 students in federal facilities completing the Adult Basic Education program (grade eight or equivalent) between that time and the end of 1990. CSC statistics show that the goal has been exceeded.

A CSC pamphlet states:

> There is no doubt that illiteracy results in a tremendous waste of human potential. The social costs are enormous both for the offenders themselves and their families. As well, illiteracy

BEST COPY AVAILABLE

is an additional handicap for any released offender trying to fit back into the community. Those who can read and write stand a much better chance of finding and holding a job than those who are illiterate, and those who can read and write can have further training in programs where literacy is essential for participation.[7]

The role of the community volunteer in teaching literacy is recognized:

> Instruction [Adult Basic Education Programming] can be provided not only in a traditional classroom setting, but also in small groups or through individual tutoring. Community volunteers and inmate tutors are encouraged to teach offenders in one-to-one settings.[8]

Recently, the CSC developed a new Mission document. It is the framework within which policies and plans are developed and decisions made. The Mission Statement reads:

> The Correctional Service of Canada, as part of the criminal justice system, contributes to the protection of society by actively encouraging and assisting offenders to become law-abiding citizens, while exercising reasonable, safe, secure and humane control.[9]

The document goes on to explain how the CSC views programming and community involvement in fulfilling its mission:

> We recognize that the establishment and maintenance of positive community and family relationships will normally assist offenders in their reintegration as law-abiding citizens.
>
> The involvement of community organizations, volunteers and outside professionals in program development and delivery will be actively encouraged.[10]

Finally, the CSC sets as Strategic Objectives the need to "ensure that volunteers form an integral part of our program delivery in institutions and the community," and the need to "mobilize community resources to ensure that offenders, upon release, are provided with support and assistance."[11]

The grassroots effort of community tutors is a major strength of the literacy movement. The one-on-one pairing of tutors and learners has caught the imagination of the public, and in turn has inspired others to volunteer their time. With so many people committed to making a difference on an individual basis, success can't help but be achieved on a larger scale.

Literacy groups need to know that their efforts can extend to the prison population. Community volunteers play an important role in Canadian jails at both the provincial and federal levels.

An Ontario Ministry of Correctional Services manual states:

> In the Ministry's Goal and Objectives it is the mandate of Correctional Services to provide programs which will assist offenders with their rehabilitation in the community. This process is achieved through interaction with community groups and agencies.
>
> In all cases, a primary objective is to provide programs that afford the offender opportunities to change to a more pro-social life-style and to become a contributing member of the community. The ministry has made it clear that the inclusion of volunteers is a permanent facet of the corporate plan. [12]

Advantages of the Community Tutor

Improvement of the literacy of the prison population is the primary reason for community literacy tutors volunteering to work behind bars. The training, expertise and responsibility of the community-based literacy group lies in this area. This is where efforts should be focused.

One speaker at the 1990 Correctional Education Association Conference emphasized that every educative project in prison is useful for the simple reason that reaching out to others is what it is to be human. Literacy training and other programs have value in themselves, and need no further justification. He cautioned literacy workers against getting trapped into trying to resolve the larger issues, instead of thinking about helping individuals.

Community tutors bring specific advantages to the learning process. By doing what they do — that is, help someone develop literacy skills — and doing it well, they help ease the transition of the learner back into society. Positive subsidiary outcomes other than direct literacy benefits often result from tutor-learner relationships.

Through the volunteer, the learner maintains contact with the outside world. Links of this kind are often severed in a lock-up situation where interaction is primarily with staff, prisoners or other players in the criminal justice system. This severing makes the return to society all the more difficult for the person who is released. The community volunteer can be a bridge.

Communicating with someone other than staff or prisoners is a break from the daily routine of

jail and an incentive to participate in literacy classes. Social and verbal communication skills are engaged — another "plus" that eases transition back into society.

Community-based literacy programs are often viewed favourably by those in jail simply because they **are** sponsored by the community and operated by volunteers, rather than by the institution and correctional staff.

The literacy worker is "neutral." There are no strings attached to the relationship or preconceived roles defined by the "we-they" dichotomy that permeates prison. The literacy session is an opportunity to relate to someone in ways other than those demanded by the usual players inside prison walls.

The content of literacy sessions can ease transition back into society. By using materials directly relevant to the needs of the individual, the learner can prepare himself or herself for life on the outside.

A good match links people with common interests. It provides the learner with the opportunity to explore content areas that he or she considers meaningful, while at the same time mastering basic literacy skills. The person who wants to be a mechanic or an artist or start a business can learn a great deal from a volunteer literacy tutor knowledgeable in the appropriate field. The community member becomes a valuable resource and a positive role model.

The Community Gains

The community also gains from participation in literacy training behind bars. It sees firsthand the workings of the criminal justice system. It

begins to take responsibility for meeting the needs of those in jail. It has a better understanding of the issues affecting incarceration. It moves in a positive direction to provide individuals in the prison population with the literacy skills necessary to function in society.

A Final Word

We often have preconceived ideas about WHAT people in jail are like, and about WHO they are. Statistics show us that they are the people all around us. People in jail, and others who come in conflict with the law, are part of the community. To offer literacy opportunities to them is within the mandate of the community-based literacy group and not outside of it.

Notes and Networks

1. The poem originally appeared in *The Westcoast Reader*, Capilano College, 2055 Purcell Way, North Vancouver, British Columbia, V7J 3H5.

2-3. The statistics given are taken from a booklet entitled *Basic Facts About Corrections in Canada 1990*. The booklet gives statistics on a wide variety of topics and is available, along with other publications, from:

Communication Branch
The Correctional Service of Canada
340 Laurier Avenue West
Ottawa, Ontario
K1A 0P9

The Correctional Service of Canada also makes available, upon request, a number of other publications dealing with corrections in Canada.

4. Statistics Canada.

5. Jan Walker has written a series of booklets, *"Reaching Out To Family,"* for use in prison education programs.

An excellent resource for the literacy tutor is the booklet entitled *Letters*. It is written in easy-to-read language, and takes the tutor/learner through a series of exercises. For more information, contact: Delma Writes, 7116 Stinson Avenue N.W., Suite 215, Gig Harbor, WA., 98335.

6. *The Other Prison* is an excellent resource for the community-based literacy group for tutor training and general public education. The film/video dramatizes the effects of literacy on a person's life behind bars. It describes how the "first faltering steps towards literacy in a tense environment of a federal prison becomes the catalyst for a unique story of one man's struggle for personal empowerment." For further information, contact:

Winter Films
P.O. Box 1286 Station B
Ottawa, Canada
K1P 5R3

Other films and videos are available from the National Film Board of Canada. Although they do not deal with literacy in jail in particular, they are useful to sensitize literacy workers to the prison environment and to those issues that may affect learning behind bars. Four titles are *Tiers; A Warehouse For Bodies; Cell 16;* and *The 7th Step to Freedom*. For further information, contact:

National Film Board of Canada
1 Lombard Street
Toronto, Ontario
M5C 1J6

7-8. The pamphlet is entitled *Adult Basic Education Program*, and is one of a series published by the Correctional Service of Canada on education opportunities in Canadian penitentiaries. For further information about Adult Basic Education in federal institutions contact: Director, Education and Personal Development, The Correctional Service of Canada.

9-11. The booklet entitled the *Mission of the Correctional Service of Canada* is available from: Publishing and Editorial Services, The Correctional Service of Canada. Also available for showing is a video cassette explaining the Mission Statement.

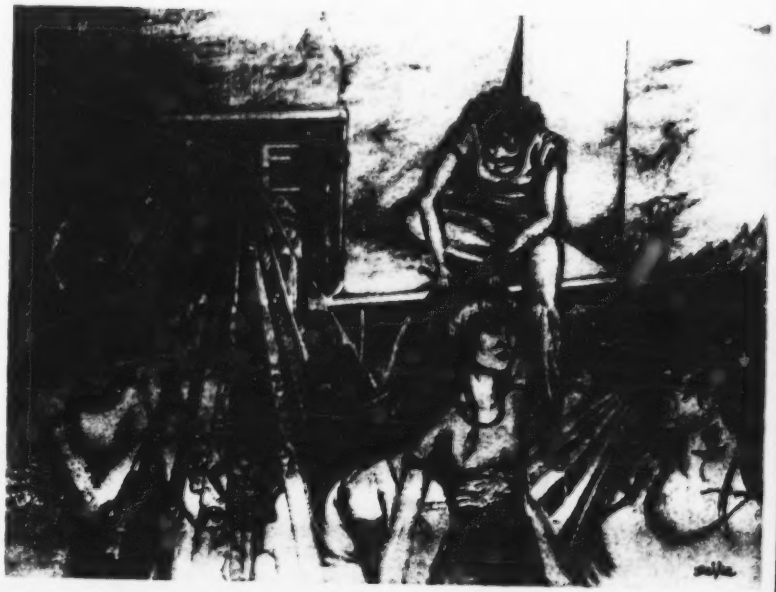
12. Education in provincial correctional institutions is within the jurisdiction of the Ontario Ministry of Correctional Services. For further information about how literacy groups can serve the prison population in provincial jails, correctional centres, and other facilities in your area, contact:

    Ontario Ministry of Correctional Services
    Educational Co-ordinator
    P.O. Box 4100
    200 First Avenue West
    North Bay, Ontario
    P1B 9M3

    Information is also available from:

    Literacy Branch
    Ontario Ministry of Education
    625 Church St.
    6th Floor
    Toronto, Ontario
    M4Y 2E8

STRATEGIES TO PROMOTE LITERACY



BEST COPY AVAILABLE

Contents

- Adopting the prison library
- Rewriting materials into easy-to-read formats
- Peer tutors
- Group work
- One-on-one tutoring
- Working with teachers
- The learner-centred approach
- Work-related literacy
- Family literacy
- Books, journals and other resources
- Providing choices

Learner-Tutor Match

One-on-one tutoring is the method with which community-based groups are most familiar. A volunteer is matched with a learner and they meet on a regular basis, in this case, at the correctional institution.

But there are many other ways the literacy group can serve the prison population.

Some More Ideas

One approach involves "adopting" the institution library. Volunteers catalogue the books and/or expand or improve the library selection.

Another contribution the literacy group can make involves simplifying literature for the prison population. One of the blocks for those who read poorly is material that uses difficult language. Volunteers can rewrite materials or create new material to provide an easy-to-read format using plain language.

Core Literacy provides the regional detention centre in its region with a pamphlet that is distributed to prisoners on their release. It provides basic information about organizations and services in the community. Included are contacts for housing, food, clothing, employment, social services and literacy training.[1]

A teacher in a provincial institution notes that many of her students want to pursue an education in vocational fields. She points to a pressing need to have printed materials on such topics available for students in Adult Basic Education classes. She appreciates community volunteers and can see an added role for them in revising technical material into easy-to-read formats for use in literacy sessions. In

particular, she would like to have more people with vocational backgrounds, or other specialized job experience, volunteer as literacy tutors in correctional institutions. She sees a role for the community-based literacy group finding these people, and training them as tutors.

Peer Tutors

It is not unusual for those with literacy skills in jail to help others read and write. The community-based group can facilitate these informal sessions by providing such people with the skills and materials to be effective tutors.

Every learner is different and has different learning needs. Some work best with a community tutor, others with a peer tutor. In some institutions, community volunteers and peer tutors both provide literacy training.

Every approach has its advantages. Peer tutors are in a better position to understand the needs of the learner, simply because they are both in jail. Many people who have spent time locked up say that it is impossible for others to truly understand the experience unless they've been jailed themselves.

Personal growth and satisfaction are important aspects of any literacy match — as much for the tutor as the learner. A peer tutor develops his or her own self-esteem by helping another person. Opportunities to demonstrate compassion and a caring attitude do not present themselves often behind bars. A peer tutor-student relationship may provide such an opportunity.

Groups

Providing literacy training in a small group setting is another option. There are benefits in a group that may appeal to some learners and better meet their needs than one-on-one tutoring.

The Report on the Literacy Needs of Women in Conflict With The Law produced by the Elizabeth Fry Society suggests that many women learn best in a group, rather than in isolation. They enjoy the opportunity to interact with other women and to address issues of relevance to them, such as child care, spousal abuse and women's health issues.

The same report points out that such groups seem to work best without male participation. Their research shows that men tend to dominate a group, with the result that women and their needs take a back seat.[2]

Many people teaching Life Skills in a correctional institution find that those in jail benefit from the opportunity to interact within a group. Such interaction is a skill needed in the community, where the demands of the work force dictate that people must be able to work effectively with others. Just as there are few jobs in today's society where literacy skills are not mandatory, there are also few jobs where people will not be expected to work with others to reach a goal.

Providing a Choice

Group work, however, is not for everyone. Some learners are more comfortable working individually with a tutor. They require the individual attention and lesson planning that are part of a learner-tutor match. They benefit from a program designed to meet their specific

needs and allow them to progress at their own rate.

Those who work best in a one-on-one situation may want to stay in this environment even after their literacy improves. Others learn most effectively surrounded by people. Both styles are valid. Neither is better in itself, but may be better for the individual. It is important to provide a choice.

One-on-One

The high percentage of those in jail who have been tested and found to be functionally illiterate makes it reasonable to assume that many have had unsuccessful experiences with a traditional learning system. The classroom, for whatever reasons, did not work.

Group work does not always mean a traditional school environment or approach to learning. Yet, for many who cannot read or write, it conjures up images of personal failure at school. They believe they are incapable of learning. They have, at times in their lives, been labelled "stupid" or "unteachable", and even now may see themselves in this way.

In a prison population, where self-esteem is low, the risk of failure or ridicule may mean a person won't pursue literacy training if group participation is involved. The chance of personal embarrassment is too great.

Community tutors play a special role with these learners. Peer pressure is not a factor in the learning situation. The one-on-one approach of a learner-tutor match builds self-confidence. The volunteer who designs challenges so that success is experienced early on, and often, helps the learner understand that

BEST COPY AVAILABLE

words and numbers belong to him or her too. Past failures become less important.

Working with the Teacher

In some institutions, teachers employed by Correctional Services Canada, or the provincial Ministry of Correctional Services, are on staff.

In others, teachers are contracted through the local school system. Courses offered may range from Adult Basic Education to university accreditation.

Other facilities, particularly those that jail people on a short-term basis, may not offer any education programs.

Teachers and community tutors can work together to provide the kind and level of literacy training in jail that an individual needs. A teacher may request that a community volunteer meet on a one-to-one basis with a student who needs extra help. Such a match is extremely helpful where there are students at many different levels.

Some learners will want to pursue a formal education. They may set long-term goals, such as entering high school, or taking an auto mechanics course. Their goals may mean that they will have to enter a formal school program.

One-on-one tutoring or tutoring in small groups can be an effective stepping stone. It can provide the learner with the basic skills and confidence to move into a classroom situation when he or she is ready.

Unlocking the Bars

Adults have their own reasons for wanting to improve their literacy skills. Not all want to

further their education in terms of "grade level". Some want to master those skills which will help them function in their daily lives — in jail, and in the community when released. To them, the freedom that literacy provides may mean reading a newspaper, or filling out a job application, or knowing what the postings say at the Employment Centre, or counting change when buying cigarettes. It may mean reading a novel, or going to the library and picking out books in a chosen field of interest.

A major accomplishment of the literacy movement has been a shift in thinking to recognize that education means different things to different people. Not all learning is measured by diplomas or grade levels. It is also measured by our ability to cope in society and fulfil our dreams. Nor does learning stop at a certain age or stage in our development. It is a life-long pursuit. It takes place on a continuum as our goals and abilities change.

Literacy removes some bars and allows us to pursue our dreams in whatever form or direction they take. No one approach to learning is the best approach for everyone. We are all different. For many, the community tutor working on an one-to-one basis with a learner can provide the key that unlocks the doors.

Creating Independence

Perhaps the tutor's most important accomplishment is to ignite an excitement for learning in the learner. This is done by fostering conditions so that the person develops a positive attitude towards literacy and his or her potential to master it. It means designing sessions so that the person not only takes ownership of words, but takes control of the

direction of his or her learning. The tutor must provide opportunities for the learner to sit in the driver's seat, and not simply be a passenger along for the ride.

No match lasts forever. In a jail situation, learners are released or transferred. Or they may participate in different programs, or further their education or personal goals in other ways.

The effective tutor fosters an environment in which the learner will no longer need him or her. An independence is created. Through literacy training, the learner gains the skills to move on to the next stage of his or her development. This may be higher education, or a job, or self-directed learning through books and other printed materials. It may simply be using literacy in everyday tasks to function in society at the level at which the person is satisfied.

Learner-Centred Approach

Acquiring literacy skills as an adult is not easy. One way to help adults become interested about learning is through topics and materials that are personally meaningful to the individual. In this learner-centred approach, the needs and environment of the learner provide the base on which the content of the literacy sessions is built. The material is relevant to the person, and therefore, captures interest.

Providing a meaningful program for learners as soon as possible is extremely important in a population where many have failed in the education system or dropped out. They have to see that literacy training is relevant to **their** life

and that they can succeed at it. Success is the best feedback.

In a detention or remand centre where learners won't be in the facility for long, literacy co-ordinators suggest practical sessions that will show people in a very short time how literacy skills can affect their lives positively. Then learners will feel more comfortable contacting literacy services in their community, or in the institution to which they are sent.

Short sentences in a provincial correctional facility present an even greater need for a learner-centred approach to literacy, since many of those jailed will be back on the street sooner, looking for jobs, affordable housing, and the like.

Meeting the Needs of the Learner

The learner-centred approach is more difficult in practice than in theory. The tutor must set aside preconceived ideas about what the learner should learn and how he or she should go about it. The tutor must demonstrate flexibility and good listening skills in order to recognize, and adapt to, the needs of the learner.

Learning styles differ. The learner-centred approach requires that the tutor adapt his or her presentation to suit the individual. Some people learn best by listening to tapes or by using some other format dependent upon sound, such as reading aloud or conversation. Those who have problems sorting out and remembering information that they hear would not find these approaches effective. They may process materials visually, and enjoy graphics.

Others may be tactile and learn best when the session relates literacy to skills with which the

learner is familiar, such as carpentry, or auto mechanics.

The learner-centred approach can apply at many levels. Ideally, it means creating an individual program for each person. It is designing the literacy session to suit the interests, goals and skill level of the individual.

The prison population has its own unique concerns and issues. The tutor who uses the learner-centred approach is sensitive to these and considers them in designing the literacy session. They become the basis for learning material if they apply to the needs of the particular person.

Work-Related Literacy

Poverty is a reason why many are in jail. Sessions may be designed to deal with issues important to the learner about to be released, such as affordable housing, community food banks, job centres and social agencies.

Many lack skills needed in the job market. Upon release, finding employment becomes even more difficult with the added stigma of a jail term.

Learners, therefore, may want to focus on work-related literacy. This may mean a variety of things, depending upon the goals of the individual. Possibilities include learning how and where to search for a job, filling out applications, preparing effective resumes and writing letters.

Work-related literacy may also mean concentrating on skills needed for entry into training courses. It may involve learning terminology for specific jobs, or working on

BEST COPY AVAILABLE

literacy tasks associated with them. Or it may include information about organizations in the community that will provide further training upon release.

Family Literacy

A parenting program in an American prison supported the efforts of literacy workers by making available children's books. Participants read the books with their tutors. Special visiting times were then arranged for learners to read the books to their children.

The program was a success in several ways. Visiting is often a difficult time for families. Through reading, parents shared a special moment with their children in a place where such moments are few. Child and parent learned a new way to respond to each other and bonds were strengthened.

A positive step was also taken to break the cycles of illiteracy that often plague families. Children whose parents do not read to them, or do not see books or other printed materials used regularly in the family, often develop literacy problems of their own.

Print Resources

Communications, Content and Cooperation is a learning package developed by Howard Davidson to accommodate adult learners in a provincial institution. Davidson set out to create literacy materials which would meet the needs of adults during their time in prison and after their release into the community. This was necessary because learners:

> found it impossible to complete their courses in the usually short period of time determined by their sentences. Motivation was difficult to sustain in an environment not conducive to learning. Traditional materials did not help. It became clear that for those who could not complete more than a few weeks of work, the realistic objective would be to create a new desire for learning.[3]

When asked what they would enjoy studying if reading difficulties did not stand in their way, learners preferred psychology. The result was a textbook written at a grade five reading level. Included are themes on topics such as dealing with frustration, anger and conflict.

Prison Writings

Literature written by the prison population provides another source of learning material. Books and articles by authors in jail also help the tutor understand the prison experience, and become aware of issues that may affect the learner.

Good materials include *Words from Inside*, the annual anthologies published by the Prison Arts Foundation featuring creative writing and art work by Canadian prisoners,[4] and the *Prison Journal*, featuring poems and stories, articles and essays.[5]

The Journal of Prisoners on Prisons is also informative and useful. It publishes "research by prisoners and former prisoners on the range of topics related to the experience and politics of crime and punishment."[6]

The journals are available to the public by subscription and to those in jail at special rates. *Words from Inside* is also available to both groups.

Books and novels by Canadian authors who are spending, or have spent time in jail, can be found at bookstores and libraries.[7]

Many correctional institutions have in-house newspapers written and produced by prisoners. These may also be suitable for use by learners in tutorials.

As well, learners can generate their own material with the help of the tutor. The *Prison Journal* welcomes submissions from prisoners everywhere, including new readers and writers.

Prison Journal No. 7 features work by literacy learner Peter Farrell. Included are writings such as "What you are about to hear is True and Faults," "looking out a window," and "this stors is writen about me, PETER DEMITRO."

Sparking an Interest

The challenge for the literacy tutor is to find materials and topics that spark an interest in the individual and to make these the basis of literacy training. Although suggestions have been offered, tutors need to remember that the prison population is made up of individuals. Suggestions given may or may not be appropriate for a particular learner.

Respect

The learner-centred approach depends upon respect. The tutor must respect the learner's ability to make decisions that will influence the direction of his or her learning. This means giving the person responsibility for what he or she learns.

By its very nature, jail does not facilitate decision-making. Life is regulated, and personal choice is limited.

One woman who served time saw this lack of power to make decisions as a factor stripping a person of dignity and self-esteem:

BEST COPY AVAILABLE

> When people think about prison they think of violence and drugs and manipulation and intimidation, which exist, but they don't think about all the small deprivations that accentuate the differences between life and freedom. Never being in the dark, never being out in the rain. These are some of the things society would never think of when they visualize life in jail.

Besides losing all freedom, she added, a devastating part of being in jail is that people never have choices to make:

> [People] go for years not having to make any tangible decisions in prison, and then one day they're free, and bang, all of a sudden there are hundreds of decisions to be made daily.[8]

The learner-centred approach returns choice to the learner. With this action, comes a measure of dignity and self respect. As one tutor warns, however, the process is not always easy. People who are unaccustomed to making decisions may at first find it difficult.

But as Paulo Frieire stated, literacy is not simply a banking system of education where the teacher deposits information into the brain of the student. It involves reflecting upon our world, and being able to change it.

Literacy arises from a **dialogue** between tutor and learner, rather than a monologue. And that is what respect between tutor and learner is all about.[9]

A Final Word

Most adults want to know that what they are learning is relevant to their lives. Otherwise, learning is viewed as something to be avoided, rather than a life-long pursuit that will lead to new challenges and accomplishments. The learner-centred approach focuses on the individual. The learner exerts influence on **what** he or she learns and **how** it is learned. The content of the sessions revolves around his or her interests, capabilities and **choices**. Because each person is different, literacy training can take many forms: peer tutoring, one-on-one with a community volunteer or group work. There is no one way to meet the needs of the prison population. Flexibility and creativity are the keys.

Notes and Networks

1. For further information or a copy of the pamphlet, contact Core Literacy, 58 Queen Street South, Kitchener, Ontario, N1G 1V6.

2. *Report on the Literacy Needs of Women in Conflict With The Law*, pages 14-16. For more information, see "Notes and Networks," Chapter 1.

3. For more information about the *Communications, Content and Cooperation* text contact: Howard Davidson, CCC Project Coordinator, John Howard Society, Ontario, (416) 925-2205.

4-5. For further information on the *Prison Journal* and the anthologies of the Prison Arts Foundation, see Chapter 1, Notes and Networks.

6. Although the language in the journal may be difficult for beginning readers, the publication is extremely useful for those who want insight into the prison experience. The *Journal of Prisoners on Prisons* states: "With few exceptions, the articles you read on crime

and punishment are written by criminologists, sociologists, journalists, and other professionals in the criminal justice system.... however; the professional researcher lacks the insights and analysis of people for whom imprisonment is or has been the reality of their daily existence. The *Journal of Prisoners on Prisons* is attempting to make this perspective heard..."

For further information, contact:
Journal of Prisoners on Prisons
P.O. Box 60779
Edmonton, Alberta
T6G 2S9

7. Canadian novels and autobiographies written about the prison experience by those who spent time behind bars include *Inside Out. An Autobiography by a Native Canadian*, by James Tyman; *I'd Rather Be Wanted Than Had: The Memoirs of an Unrepentent Bank Robber*, by Micky McArthur; *Go-Boy!* and *Bingo! Four Days in Hell*, by Roger Caron; *Jack Rabbit Parole*, by Stephen Reid; *Shaking It Rough: A Prison Memoir*, by Andreas Schroeder; and *Square John: A True Story*, by Tony McGilvary and Marlene Webber.

8. The quotations originally appeared in an article in the *Toronto Sun*, "Ex-cons land softly on street," by Licia Corbella. The speaker, a worker for the Elizabeth Fry Society, served three years at Kingston's Federal Prison for Women, and now counsels young offenders.

9. Paulo Freire's theories on literacy and teaching are expressed in his book *Pedagogy of the Oppressed*. An article in the *Prison Journal* written by Erling V. Christensen and entitled "A Pedagogy for the Repressed? The Politics of Prison Education" discusses concepts of education and literacy as he sees them applied in Canadian prisons. It is a thought-provoking follow-up to the book by Paulo Freire. Another resource that discusses Freirean ideas is *Freire for the Classroom, A Sourcebook for Liberatory Teaching*, edited by Ira Shor. Although it does not deal with prisons in particular, it offers practical suggestions on how to apply Freire's theories to the teaching situation.

SETTING UP THE PROGRAM

BEST COPY AVAILABLE

Contents

- How type of institution affects the literacy group
- Working co-operatively with other literacy groups
- Developing a regional plan
- Establishing a liaison at the institution
- Advertising the program inside
- Training tutors
- Resources
- Institutional rules and volunteer screening
- Confidentiality
- Protocol
- Inviting feedback from learners
- The literacy program as facilitator
- The "vulnerability" of learner and tutor

Each Program is Unique

Each literacy group will have its own unique way of delivering literacy services. No two community programs will be the same. Methods will have been developed over time through experience and in response to the needs of learners and the community.

The same is true for programs operating inside a prison or jail. No two are identical.

Many of the ideas presented in this chapter are simply suggestions. Literacy groups are encouraged to modify them to suit their own needs and those of the institution within which they work.

Type of Institution

The community-based literacy group may simply want to help people behind bars improve their literacy skills. Whether the institution in its community is federal or provincial may seem to have little bearing on this goal. And in some ways, it doesn't. Many of the issues concerning learning behind bars are the same, regardless of the place of incarceration.

There are, however, some important differences that will have an impact upon the way the literacy group sets up its program. In a provincial institution, for example, stays are shorter. Tutors emphasize the importance of focusing on basic literacy skills needed to function in the community.

The type of institution affects the literacy program in other ways. For example, people may be grouped together in a particular facility by age, sex, security risk or for other reasons. A program designed for teenagers will be different from one designed for adults, simply because interests and needs are different.

Another important consideration is that there are two levels of government in Canada responsible for operating correctional institutions. Literacy groups will want to find out whether the facility in their area is under the jurisdiction of the provincial government, or the federal government. Correctional contacts will change accordingly. Other factors will be different, too, such as the rules of the institution and the type of programming already in place.

For further information about corrections in Canada, refer to the Appendix: FACTS AND DEFINITIONS.

A Regional Plan

More than one literacy program may be operating in the area surrounding a correctional institution. By combining resources, "people power" and ingenuity, literacy programs can work co-operatively to meet the diversified needs of the prison population. A **regional plan** will ensure that services are not duplicated and that important needs are not ignored.

Literacy training is presented in varied ways. School boards, community colleges, community-based groups and others all contribute to the effort. And so it should be. People have different learning styles and aspirations. By contacting the regional literacy network and establishing a way to work together, groups can ensure that they offer an effective and balanced service.

Upon consultation, literacy groups may decide to divide duties. For example, one group may approach the parole and probation offices in the region and focus on providing services for

those released into the community. Another may approach provincial or federal institutions and provide one-on-one tutoring. If there are several institutions (group home, halfway house, detention centre, etc.), this responsibility may be too large for one group to handle effectively, and so could be shared.

All plans are dependent upon the correctional institution. Correctional staff may suggest literacy projects that would benefit the facility. They may assist local groups to shape plans to suit the needs of the specific prison population, or complement existing educational programs.

Liaison

Initial contact is made with the person in charge of the institution (usually the Superintendent or Warden, depending upon the type of facility). Once plans have been presented and approved, another member of the correctional staff may be assigned to act as a liaison.

Because the community-based literacy group is on the outside, it needs a link with the day-to-day operation of the institution. A staff member dedicated to the importance of literacy training behind bars will not only help the program get started, but also ensure it survives and even flourishes.

The person who is liaison can serve many purposes. Some of these include:

- Acting as a bridge between the community-based literacy group, and prison staff and learners.
- Promoting the program from "inside."
- Making referrals.

- Working with the literacy co-ordinator to set up times and book space for learner assessments and tutorial sessions.
- Facilitating requirements, such as the police check, photograph, references and interview.
- Acquainting new volunteers with the institution.
- Providing ongoing support.

Who Should be the Contact Person?

Many people who work in the institution could serve in this capacity. **Who** is designated is a decision made by correctional staff. Possibilities include a staff teacher, the volunteer co-ordinator, the duty officer, the classification officer, the nurse, the chaplain, and others. Organizational hierarchy will change from facility to facility, and staff in some of these positions may not be present at every location.

Perhaps the most important criterion for liaison is a sensitivity to the issues surrounding literacy coupled with the desire to see literacy training succeed behind bars. The person who is liaison must have good rapport with potential learners and be able to identify those who need help.

Illiteracy is seldom obvious. Potential learners may go to great lengths to hide it. The liaison will need to be flexible in approach. He or she should encourage participation, but recognize that for some, the inability to read or write is an embarrassment. Discretion and understanding are important.

Advertising the Program

Enlisting the help of those in daily contact with potential learners is an effective way to

advertise. This may be accomplished by informing others about the existence of the literacy program, its methods and the importance of literacy training for those behind bars. By encouraging people to make referrals or to simply spread the word, a network will be established. Useful contacts include members of other volunteer organizations who work in the institution, such as the Salvation Army, Alcoholics Anonymous and the John Howard and Elizabeth Fry Societies.

Correctional staff can also be taught about the literacy program, its goals and the people involved. This may be accomplished through a brochure or some other short presentation. Staff support will go a long way to ensure the continued operation of the literacy program. Staff see potential learners on a daily basis and are in a position to provide information about the program to those who might benefit from it.

Other ideas for advertising include:

- Providing information to each prisoner on arrival at the institution. This may be done through a simple brochure, or, ideally, a short video.
- Encouraging learners to tell others who may be interested about the program.
- Visiting the facility on a regular basis to talk to potential learners.
- Putting up easy-to-read posters.

Spreading the word about a literacy program is not always easy in a prison or jail, especially when there is a high turnover of population. Letting potential learners know about a program will be an ongoing process. A

"soft-sell" approach is often successful, although there are many ways to advertise. Whatever the approach, creativity, sensitivity and **persistence** are useful attributes.

Training Volunteers

Literacy groups will already have in place a method for training tutors. Methods vary, as each group probably has its own way of presenting literacy learning. Training people to work in a jail or prison will, in many ways, be the same as training other literacy volunteers. They will need to know strategies and techniques to help people learn to read and write.

A component can be added to the regular training program to help tutors who will be volunteering in a jail or prison, or working with others who have been in conflict with the law. Possible topics might include:

- A brief look at the Canadian criminal justice system.
- Types of facilities, focusing on those in the community.
- Processes volunteers will experience, such as security checks.
- Rules and procedures set by the institution.
- Orientation to the facility.
- Literacy statistics as they relate to those in jail.
- Links between poverty, illiteracy and imprisonment.
- How these links may influence literacy training (i.e., shaping sessions to meet the needs of the individual).

- Agencies in the community and other useful contacts.
- What it is like to be in jail.
- How being in jail may affect learning.
- Expectations of the tutor.

Expectations of the Tutor

Each tutor must think seriously about whether he or she really wants to volunteer to work behind bars. The decision should not be made lightly. It deserves careful attention and should be addressed as part of tutor training and/or a private interview.

Volunteers will have different reasons for wanting to be tutors. What is important is that each tutor has thought about WHY he or she wants to volunteer and is willing to make the commitment it involves.

Tutors will also need to think about whether they really want to be matched with learners who have been charged with, or convicted of, crimes. Some tutors will have no hesitation. Others may be hesitant to work with people who have been found guilty of specific crimes such as sexual assault or murder.

Although the wishes of the tutor may be accommodated to some extent by the staff liaison and literacy co-ordinator when assigning matches, this isn't necessarily the case. As well, tutors don't have the right to be informed about the type of crime the learner has committed, or of other details about the individual. If they cannot work within these parameters, then tutors should seriously consider whether volunteering behind bars is right for them.

To discuss such issues as part of tutor training is not to frighten or "scare off" volunteers, but to ensure that they make decisions that are best for themselves, the program and ultimately, the learners.

"People" Resources

A literacy co-ordinator doesn't have to be an expert in corrections, or prison-related matters, to prepare an effective tutor training course. Many people from the community can be approached to give sessions. Guest speakers can include:

- A former prisoner to talk about his or her experiences.
- A learner and a tutor to talk about the program and answer questions from their individual perspectives.
- A representative from social agencies, or organizations such as the John Howard and Elizabeth Fry Societies, who can describe the special needs of people in jail.
- A parole or probation officer to discuss how literacy groups can serve those about to be released, or those who are already in the community.
- A correctional staff member to outline the rules and procedures of the facility.
- A lawyer to explain the criminal justice system.
- Other people, dependent upon contacts within the community.

Other Resources

- Videos, such as *The Other Prison*, can spark group discussion. Other suitable films can be

BEST COPY AVAILABLE

found through the public library, or the National Film Board.

- The Correctional Education Association (CEA) is a professional organization for educators who work in the criminal justice system. Members include people employed in adult and juvenile correctional institutions, jails, detention centres, community-based programs and universities. Literacy co-ordinators may wish to join the association as part of their personal training and networking.[1]
- Each year, the CEA publishes the *Yearbook of Correctional Education*. The book consists of articles by people involved in delivering educational services in prisons. The Yearbook is a good resource for program co-ordinators and others who are interested in various aspects of education behind bars. Many of the articles discuss Adult Basic Education and literacy training.[2]
- Another useful publication of the Correctional Education Association is *Of Books and Bars*. It is an annotated bibliography of Prison Education.[3]
- Core Literacy has produced a tutor training package. Literacy co-ordinators are encouraged to field test the package and provide suggestions to improve upon it.[4]
- The Ontario Ministry of Correctional Services publishes a booklet called *A Guide For Volunteers in Jails, Detention Centres and Correctional Centres*. It is an informative resource for both literacy co-ordinators and volunteer tutors.[5]

- Many institutions have a Volunteer Co-ordinator who may be approached to help the literacy group plan its training sessions, or to provide advice and guidance.

Ongoing Training

An initial training for tutors is a first step. Volunteers will want to meet again to share ideas. They may want to learn more about topics touched on in tutor training, or explore new topics generated by their experiences. They will want the opportunity to provide feedback to the literacy co-ordinator, and find ways to improve the program.

Meetings set up on a regular basis will keep the literacy co-ordinator "in touch" with how the program is going, provide a vehicle to share information and give volunteers the skills to become better at what they do.

Screening

The community-based literacy program will have its own criteria for choosing volunteers. When the program is operating behind bars, the correctional institution will also do a screening. This is the same for all volunteers, not only literacy workers. It includes an interview, references and a police check.

A police check means that the police conduct a record search through the **Canadian Police Information Centre** or **CPIC**. This is a computerized police information and records system. Police departments may require that a waiver be signed by the volunteer allowing them to conduct the search.

A photograph of the volunteer is also taken for identification purposes and kept on file at the institution.

Institutional Rules

Some rules are standard. They apply to all facilities. Others are set by the individual institution. They depend on the security level, the type of facility and the correctional staff.

To some extent, the rules also depend on the literacy group. When trust is developed, some rules may be relaxed or changed. In order for this trust to exist, the literacy group must demonstrate that its programming won't disrupt prison routine or breach security.

Specific rules may vary from location to location. What is important is that the literacy group members know what rules apply to the institution where they offer programming. Below are some of the common rules volunteers are expected to obey.

- Get approval for things you take in or out of the institution, or leave with the learner.
- Sign in and out of the institution.
- Carry identification with you.
- Report anything that may be a threat to the safety of volunteers, staff, learners or others.
- Be punctual. Call if you have to cancel a session.
- Dress and act appropriately.
- Respect confidentiality.

Confidentiality

Confidentiality means not discussing in public matters that arise during literacy sessions. This includes not revealing the identity of the learner and not giving out private information about him or her.

Each volunteer takes an **Oath of Confidentiality** before working in a correctional setting. It is administered by correctional staff and involves signing a form.

By revealing information about the learner without his or her permission, the tutor may in some circumstances be breaking the law. The tutor also risks losing the trust of the learner, damaging the reputation of the literacy program and being barred from further participation by correctional staff.

Materials

A literacy group has requirements which don't apply to many other volunteer groups working behind bars. These include bringing into the institution materials necessary to conduct the literacy session. Examples are paper, pens, pencils, erasers, books, magazines, newspapers and calendars.

To save time and prevent misunderstandings, it may be helpful to decide with correctional staff what can be brought into the institution on a regular basis, and what must be cleared on each visit.

How Security Affects the Literacy Group

More restrictions are usually placed upon a community-based program operating in a maximum security institution than a minimum or medium security institution. Security is tighter.

One learner in a maximum security provincial institution recalls strict regulations. Books were difficult to get, and required security clearance. Tutors had to snap off the metal band around the end of a pencil. Ball point pens were not allowed.

The learner was transferred to a medium security facility, where he continued literacy training. Books were passed from tutor to learner without a waiting time, needing only the approval of the guard on duty. Writing utensils were not restricted.

He related other differences. In the first institution, all requests had to be made in writing, including requests for personal items, such as toothpaste and deodorant. Those who could not write had to ask others to fill out the requests for them. In the second institution, written requests were not needed. Items were distributed upon verbal request.

The learner's experiences serve to illustrate the point that each correctional facility has its own method of operation and its own rules. The literacy group will need to be flexible and to work within the parameters established by the individual institution.

Protocol

Wardens or Superintendents are responsible for all activities that occur in their facilities. Decision-making is their perogative, and for most activities, their permission will have to be secured. It is important that the literacy group make them aware of any plans involving the program behind bars.

One literacy group arranged for a reporter to do a story about its program in a provincial institution. Excited about the coverage, it expected the same reaction from correctional staff. The Superintendant called the co-ordinator after the story "broke." He wanted to know why he hadn't been told about it beforehand. The co-ordinator simply hadn't

realized that this was protocol. They agreed that the literacy program would inform the institution in the future.

The Learners

The learners are the focus of any effective literacy program. This is true in a jail or prison, as well as in the community. When designing a literacy program, opportunities need to be built into the process to encourage learner feedback. Behind bars, this may seem more difficult, where regimentation and routine are often the rule.

An initial meeting between the literacy co-ordinator and learner will set the tone. It not only gives the co-ordinator the chance to assess the skill of the learner, but also opens the door to further communication.

After a match is made, and sessions are underway, it is important for the literacy co-ordinator to meet again with the learner to ensure that he or she is comfortable with the arrangement. Feedback should also be invited at various other times. It will improve the effectiveness of the individual tutorials and the quality of the literacy program as a whole.

Program as Facilitator

The community-based literacy group is a facilitator. It puts together people who need literacy training with people who are willing to share their skill with others.

Rules cannot be established for every situation that may arise. Participants are adults and need to take responsibility for what happens in their sessions. Neither person should feel victimized. This fact must be made clear to both

participants by the literacy co-ordinator before sessions begin.

Because a learner is serving a sentence does not mean that he or she will be abusive or manipulative. To assume so is unfair and stereotypical. Neither is the tutor the only person in the match who may be victimized. The roles can be reversed.

Concern is sometimes voiced about community volunteers being "conned" by those in jail. Literacy groups will want to instruct tutors not to let themselves be put into situations in which they feel uncomfortable.

Concern must also be voiced about the vulnerability of the learner. Words spoken "outside" in friendliness can take on a magnified intensity behind bars. The tutor must be careful not to "con" or "lead on" the learner with promises and commitments that can't be fulfilled.

Whether in the community or behind bars, the vast majority of matches will proceed smoothly. Participants will show mutual respect toward each other. Through fostering good communication with participants, the literacy co-ordinator can identify and resolve those very few situations where this respect is lacking.

A Final Word

The fact that the learner is in jail affects the literacy group, as well as the learner. There are factors to be considered that are not part of matches beyond prison walls. The literacy group will need to reshape its general program to conform to the demands of an institutional setting. At times, security procedures and rules may produce frustration, and appear to contradict the goals of the literacy program. Yet, they are 'part and parcel' of operating in a correctional facility. Contravention of them will result in the program not being allowed to continue behind bars.

Notes and Networks

1. The Correctional Education Association has available to its members a Literacy Special Interest Group. Its objective is "to improve the delivery of literacy education in order to maximize the number of offenders assisted to become functionally literate." Topics of discussion include Peer and Volunteer Tutoring, and Life Skills and Literacy, among others. Although the mailing address for the association is in the United States, the CEA also operates in Canada and in other countries. For more information, contact:

   Correctional Education Association
   8025 Laurel Lakes Court
   Laurel, MD 20707 USA

2. The *Yearbook of Correctional Education* is a co-publication of the Correctional Education Association and the Simon Fraser University Prison Education Program through the Institute for the Humanities. Subscription rates for the Yearbook are $12 per year. For more information, contact:

   Yearbook of Correctional Education
   Simon Fraser University
   Burnaby, B.C.
   V5A 1S6

3. For more information about *Of Books and Bars*, contact:

   Correctional Education Bibliography
   c/o Stephen Duguid
   Office of Continuing Studies
   Simon Fraser University
   Burnaby, B.C
   V5A 1S6

4. To order the tutor training package, contact:

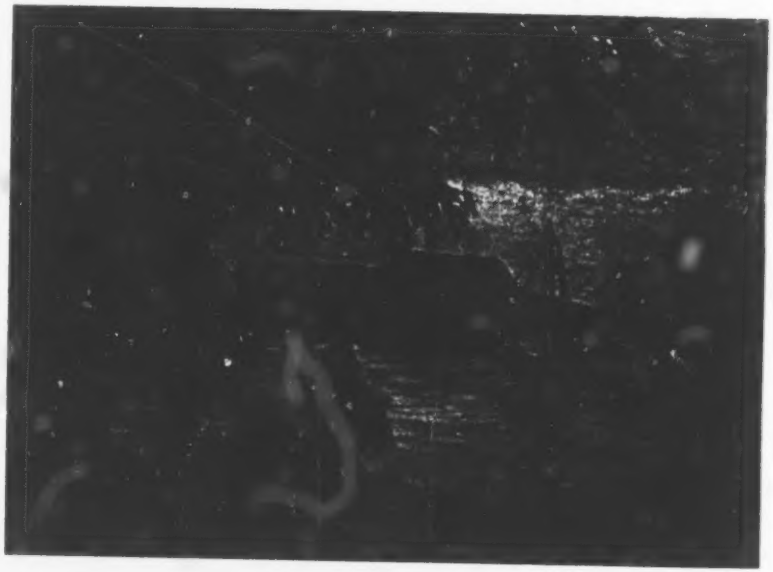
   Core Literacy
   58 Queen Street South
   Kitchener, Ontario
   N1G 1V6

5. To get a copy of *A Guide for Volunteers in Jails, Detention Centres and Correctional Centres* contact the provincial institution in your area, or:

   Ontario Ministry of Correctional Services
   P.O. Box 4100
   200 First Avenue West
   North Bay, Ontario
   P1B 9M3

UPON RELEASE

A Continuation of Services



BEST COPY AVAILABLE

Contents

- Literacy training as a continuum
- To continue a match or not upon release
- Establishing a meeting space
- Dealing with problems
- Extending services to halfway houses and group homes
- Networking with other agencies

A Continuation of Services

Adjusting to life on the outside is not easy. Community support plays a positive role. From personal experience, the learner knows that there are organizations in the community that offer literacy training, and what to expect from them. It is welcome knowledge in an environment that may otherwise seem unfriendly, or simply overwhelming.

If a person is released into the same community that operated the literacy program in jail, a direct link is established and the match may be continued. Neither person, however, is under obligation. If the tutor or the learner feels at all reluctant, then the match is best ended and a new one arranged.

Continuing contact of the learner with the literacy program after release may seem frightening or dangerous. But people previously jailed have the same right to seek the help of literacy groups as any other member of the community.

Statistics show that "federal offenders finishing their sentence in the community are responsible for about 1 in every 1,000 recorded crimes of any kind."[1]

As one learner put it, "I've paid my debt to society. When do I stop being seen as an ex-con and start being seen as a person?"

Program Policy

Precautions exist in any tutor-learner relationship. They apply equally to **all** participants, not only those who have served time. They are best built into the tutorial process as program policy and are designed to protect **both** participants.

Participants are wise to meet in a public place rather than at their homes. In the case of the learner recently released from jail, other community organizations such as the John Howard and Elizabeth Fry Societies might provide tutorial space. Meeting rooms may also be made available at the literacy office, the public library, community centre or local school.

Problem Solving

Uncomfortable situations can be resolved before they develop into more serious problems by creating an atmosphere where participants feel free to discuss concerns with the literacy co-ordinator. Learners and tutors who are encouraged to give feedback about the program and its operation will more readily approach the co-ordinator during other situations. They know from experience that the "door" is always open.

By keeping lines of communication open, the co-ordinator acts to ensure abusive behaviour does not take place, and, if it does, that it is ended. Abuse can take many forms. It can be physical. It can be emotional, or it can involve manipulation. It may be something as simple as not showing up for sessions, or as serious as assault.

In some cases, people simply may not be aware that their actions are unfair or hurtful to the other person in the match. Talking about the situation may be enough to resolve it.

In other cases, the match may need to be ended, and new partners established. As with any community match, in extreme situations, the learner or tutor may be barred from the program, authorities notified and charges pressed.

BEST COPY AVAILABLE

Extending the Reach

Reaching out to those in jail, or recently released from jail, fulfils an important need in the community. But services can also be extended by the community-based literacy group to other people in conflict with the law. Many potential learners are serving sentences in halfway houses and group homes, rather than behind bars. Eighty-five percent of the 50,000 people in Ontario serving sentences of less than two years are on probation or living in halfway houses. Young offenders are another group that may be targeted by the literacy group.

Networking

The literacy group will need to find out who in the community could benefit from its services, and the organizations that serve or are in regular contact with these potential learners.

Organizations work in different capacities. There are federal and provincial correctional services, parole and probation offices, after-care agencies, and other local groups to meet specific community needs, such as victim-offender reconcilation.

Three highly respected groups include the Canadian Association of Elizabeth Fry Societies, the John Howard Society of Canada and the Salvation Army. These organizations are national in scope. They also have local branches serving the specific needs of the people in their community.

In some areas, the Elizabeth Fry and John Howard Societies have established literacy groups to serve the needs of their clientele. In other areas, literacy skills are taught on an informal basis as the need arises during

programming. The community literacy group may be able to assist in these endeavours.[2]

Through networking, the literacy group can identify organizations and people interested in working with them to offer literacy programming, or willing to help in other ways. Possible roles include advertising the program, referring learners, providing meeting space, helping to train volunteer tutors, giving guidance on relevant learning materials and topics — and simply being available on an informal basis to offer advice and feedback.

A Final Word

The person who has participated in literacy training in jail may experience a new world of opportunities on the other side of the bars. Literacy training is a continuum and does not need to end when a learner is released. A variety of options is available in the community. The tutor can make the learner aware of these options and help him or her choose amongst them. Literacy services can also be extended to others, including young offenders, people on parole or probation and those in group homes or living in half-way houses. In the long run, we all gain. When reintegration into society is made easier, the community as a whole benefits, just as it benefits when any person, jailed or not, becomes literate.

Notes and Networks

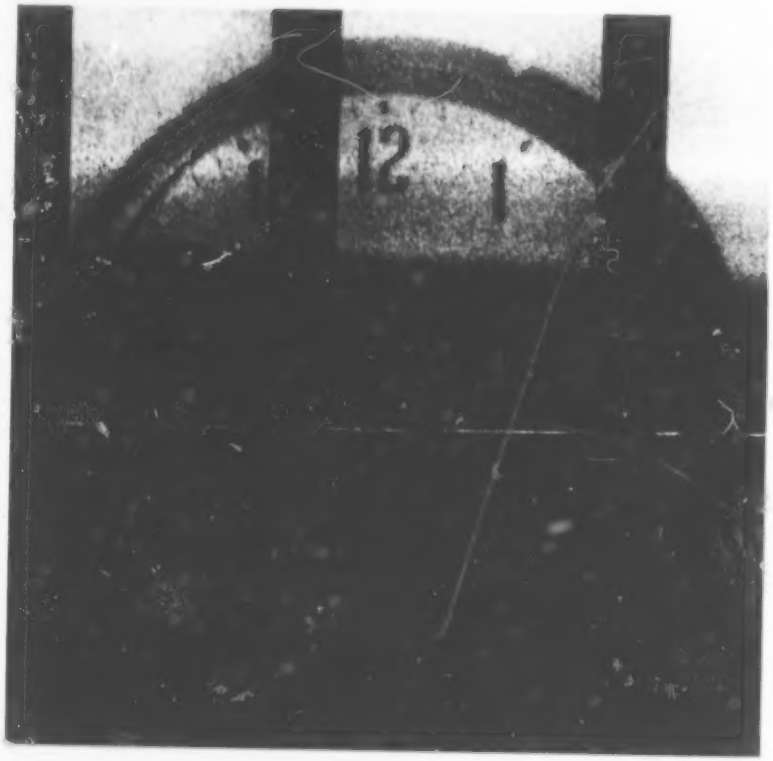
1. The statistic is given in a CSC pamphlet entitled *Get the Facts About... Federal Corrections in the Community.* It is one of a series of pamphlets dealing with parole and federal corrections. Booklets are also available from the National Parole Board. These include *Some People Say...; Victims: Questions and Answers on Parole;* and *Parole: A Question of Readiness.*

2. John Howard Society of Canada, a national organization, represents ten provincial societies and 52 local branches across Canada. All provide services to individuals affected by the Criminal Justice System. Issues regarding community reintegration; humanistic changes concerning the law and administration of justice; and community awareness are its primary concerns. For further information, contact your local branch of the JHS, the Ontario JHS, or the national office:

   The John Howard Society of Canada
   National Office
   55 Parkdale Avenue
   Ottawa, Ontario
   K1Y 1E5

   The Canadian Association of Elizabeth Fry Societies is a federation of autonomous Societies that work with, and on behalf of women involved with the justice system, in particular women in conflict with the law. Its members are Elizabeth Fry Societies - community based agencies dedicated to offering services and programs to women in need, advocating for reforms, and offering a forum within which the public may be informed about, and participate in, all aspects of the justice system as it affects women. Volunteerism is an essential part of Elizabeth Fry work and both volunteers and professional staff are involved in program and service delivery. For further information, contact your local agency, or the National Office. See "Notes and Networks," Chapter 1, for the address.

FACTS AND DEFINITIONS
BIBLIOGRAPHY
INDEX



BEST COPY AVAILABLE

102 Facts and Definitions

Contents

- The criminal justice system in Canada
- Difference between federal and provincial institutions
- The Correctional Service of Canada
- The Ontario Ministry of Correctional Services
- Types of federal facilities
- Types of provincial facilities
- Terminology - What's what and who's who
- Security classification

103 Facts and Definitions

This section offers some basic facts about corrections in Canada. References to provincial institutions, job titles and contacts apply to Ontario, and may vary in other provinces.

The Criminal Justice System

Criminal justice is "a system which includes a body of law, law enforcement agencies, courts, correctional agencies responsible for probation, imprisonment and parole, as well as many private agencies and volunteers."

Responsibility for administering the criminal justice system is divided between the municipal, provincial and federal governments.[1]

Federal and Provincial Institutions

Provincial and federal correctional institutions operate in Canada. Where a person does time is dependent upon the length of his or her sentence:

- A sentence of two years or more is served in a federal prison or penitentiary.
- A sentence of less than two years is served in a provincial institution.

Correctional Service of Canada

The governmental agency that administers the sentence of those given two years or more is the Correctional Service of Canada. Duties include operating federal penitentiaries and supervising people on parole.

Ontario Ministry of Correctional Services

The provinces are responsible for administering the sentence of those given less than two years. In Ontario, the governmental agency that operates the provincial institutions is the

Ministry of Correctional Services. It is also responsible for the administration of probation and parole.

Types of Federal Facilities

Federal correctional institutions are offically called **penitentiaries**. Other types of federal facilities include halfway houses.[2]

- A **Community Correctional Centre** is a halfway house for people on parole. It is operated by the The Correctional Service of Canada.
- A **Community Residential Centre** is also a halfway house for people on parole. It is operated by a non-governmental organization, such as the John Howard and Elizabeth Fry Societies, the Salvation Army, or others.

Types of Provincial Facilities

There are several types of provincial correctional institutions in Ontario:[3]

- A **Jail** is a maximum security institution, and incarcerates adults on a temporary basis. It houses people accused of a crime, but not yet dealt with by the courts. It also houses those who have been convicted and are waiting transfer to another institution. People sentenced to 30 days or less may serve their time in a jail.
- A **Regional Detention Centre** serves the same purpose as a jail. It is not restricted to maximum security, but also has medium and minimum wings. In Ontario, Regional Detention Centres are replacing jails.
- A **Correctional Centre** is a minimum, medium or maximum security correctional

institution. It houses people who are serving less than two years.

- A **Community Resource Centre** is a small residential unit for adults. One type is designed to house people on employment or educational temporary employment absences. Another type provides an alternative for native people who would otherwise be jailed in Northern institutions.
- A **Halfway House** is a temporary residence (90 - 120 days) for people released from institutions. Residents usually work or go to school in the community. Some halfway houses are designated for special groups, such as people dependent upon alcohol or drugs.

Terminology

Literacy volunteers working in a correctional setting will come across many unfamiliar definitions and terminology. Below are some of these words and their meanings.

Staff differ between federal and provincial institutions, and from individual facility to facility. Contact the institution in your area for the organizational hierarchy and terminology it uses.[4]

Federal Definitions

- The **Warden** is the person in charge of a federal penitentiary.
- The **Deputy Warden** is the next in line in the chain of command.
- The **Assistant Warden Correctional Programs** is the person in charge of all programming at a facility. He or she is usually the volunteer contact, and will

probably be the person with whom community-based literacy groups liaise.

- Larger institutions may have a **Chief of Education**. In such cases, he or she may be the contact with the community-based literacy program.
- The **Education and Personal Development Branch** of the Correctional Service of Canada is responsible for helping individuals earn educational certification and increase their personal and social skills while in federal facilities.
- The **Case Management Officer** or **Living Unit Development Officer** is a member of the prison staff who works with the inmate to develop a schedule of activities and acts as the prisoner's liaison with the administration.
- The **National Parole Board** has jurisdiction over parole, except in Ontario, Quebec and British Columbia, where the provinces have jurisdiction over cases involving people who were sentenced to less than two years.
- The **Regional Manager** is the federal contact person for information about parole services. There are five Regional Offices of the National Parole Board.
- The **Area Manager** is the local contact for information about parole services in the community.
- A **Parole Officer** supervises a person on parole.

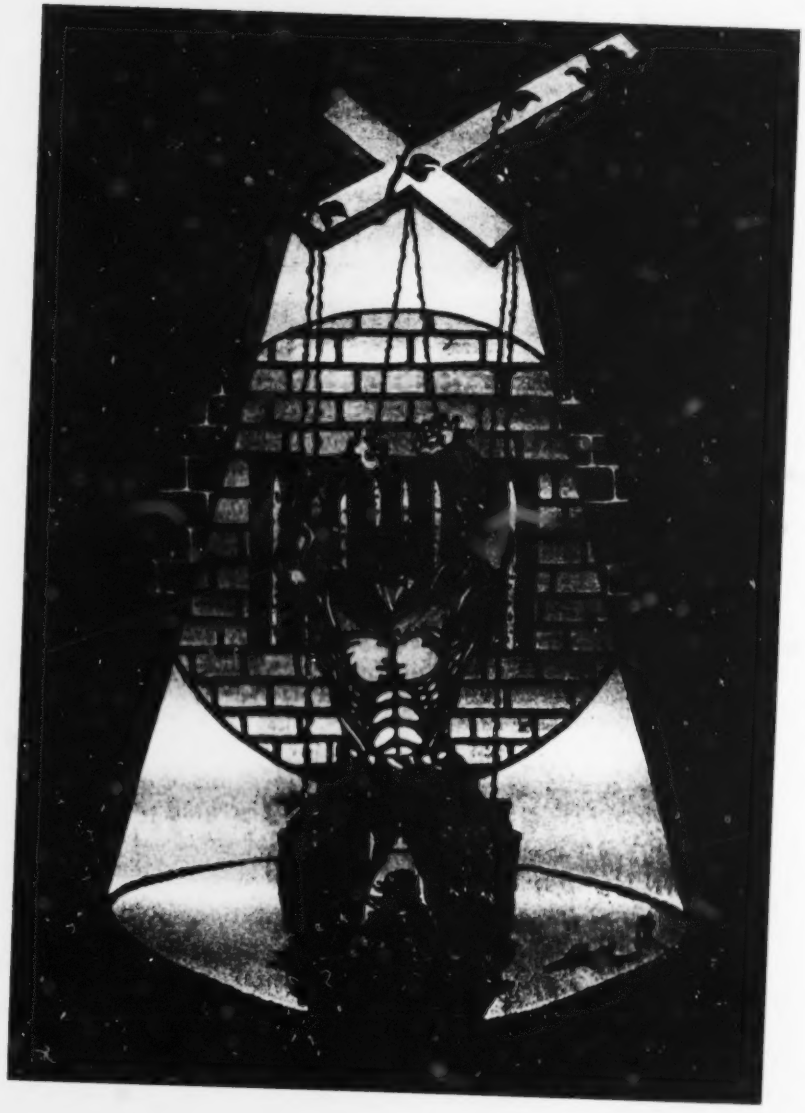
Provincial Definitions

- The **Superintendent** is the person in charge of a provincial correctional institution in Ontario.
- The next in line is the **Deputy Assistant Superintendent**.
- The **Volunteer Co-ordinator** manages and administers the volunteer program. Most facilities have a Volunteer Co-ordinator.
- The **Chaplain** may carry out the Volunteer Co-ordinator's duties in some institutions.
- The **Institutional Training Officer** provides in-service training for correctional staff at a provincial institution. He or she may be able to help the literacy group in the orientation of volunteers.
- The **Chief Education Officer** and the **Educational Co-ordinator** of the Ontario Ministry of Correctional Services are responsible for educational programming in provincial institutions in Ontario.
- The **Community Corrections Branch** of the Ontario Ministry of Correctional Services co-ordinates and supports community programs.
- The **Ontario Board of Parole** has authority over parole services for people sentenced to a term of less than two years and serving time in a provincial institution.
- **Probation and Parole Services** are combined.
- The **Area Manager** is the local contact person for provincial Probation and Parole Services.
- A **Parole Officer** supervises a person on parole.

- **Probation** allows a convicted person to stay in the community rather than be jailed. It is granted by the courts.
- A person can be sentenced to a jail term plus probation. Probation is **a provincial responsibility**.
- A **Probation Officer** supervises a person on probation.

General Terms

- **Bail** is a cash bond posted on behalf of a person as a condition of release before trial. Those denied bail are kept in a jail or a regional detention centre.
- **Remand** means a court proceeding has been postponed or delayed until a future date.
- **Classification** is the process of classifying the individual according to risk and security, and then placing the individual in an institution that has the facilities to meet these needs.
- **Parole** allows a person to serve part of his or her sentence under supervision in the community.
- **Temporary Absence** means a person can temporarily leave an institution under certain circumstances for humanitarian, medical or program reasons.
- **Mandatory Supervision** is the release of an individual from a federal penitentiary after serving two thirds of a sentence. The last part of the sentence is served in the community under the supervision of a parole officer. Many people are released under the mandatory supervision program, but not all.



BEST COPY AVAILABLE

Young Offenders

- **Young Offenders** refers to young people, aged 12 to 17, who have committed a crimi al offense.
- The Ontario **Ministry of Correctional Services** is responsible for providing services in the province for those who are 16 and 17 years old.
- Young people are not housed with adults, but have separate residences. These may be Youth Centres, group homes or units within adult correctional facilities.
- The Ontario Ministry of Community and Social Services is responsible for providing services for 12 to 15 year olds.

Security Classification

Correctional institutions are classified as maximum, medium, or minimum security. Federal institutions can be multi-level. This means several levels of security are found in the same institution.

In general terms:

- **Maximum security institutions** hold people who are considered dangerous or a high security risk. They may also hold people who have been accused of a crime, but have not yet been through the court system.
- **Minimum security institutions** hold people who are not considered a high security risk. Those jailed in a minimum security institution have greater freedom of movement, privileges and access to programming than those in a maximum security institution.
- **Medium security institutions** fall between the other two categories.

A Final Word

In some ways, imprisonment is the same, regardless of where it occurs. Freedom is limited. That fact alone brings with it certain emotions and responses. Other factors are common, too. For example, more of those in jail are illiterate than in society at large. The type of facility, whether it is under provincial or federal jurisdiction, security level, correctional staff, the prison population (age, classification, etc.) and other factors also have an effect upon incarceration. The community-based literacy group should be aware of all of these factors, and take them into consideration when planning and programming.

Notes and Networks

1. The information about provincial and federal corrections in Canada is taken from the following booklets. These are available upon request from the Communication Branch of The Correctional Service of Canada (CSC), and are useful references for literacy co-ordinators and tutors.
   - *Canada's System of Justice*. Ministry of Supply and Services Canada, 1988.
   - *How it works — a handy guide to The Canadian Criminal Justice System. Jurisdictions and Responsibilities.*
2. Information about the types of federal institutions, their locations (along with Parole Offices and Regional Offices), and security designation, is shown on a map entitled *Facilities of The Correctional Services of Canada* available from CSC.
3. Information about the types of provincial facilities is taken from the following Ontario Ministry of Correctional Services publications:
   - *A Guide For Volunteers in Jails, Detention Centres and Correctional Centres.*
   - *Probation and Parole Services Volunteer Handbook.*

4. Definitions are taken from the above publications, as well as:

- Lisa Hobbs Birnie. *A Rock and a Hard Place.*
- *Education and Personal Development For Federal Offenders* brochure.
- *Ministry of Correctional Services Volunteer Coordinators Procedures Manual.*

Canadian Publications

Adelberg, Ellen, ed. and Currie, Claudia. *Too Few To Count. Canadian Women in Conflict with the Law.* Vancouver, British Columbia. Press Gang Publishers. 1987.

Birnie, Lisa Hobbs. *A Rock and a Hard Place: Inside Canada's Parole Board.* Toronto, Ontario. Macmillan of Canada. 1990.

Bolton, P. Michael. *Criminal Procedure in Canada.* Ninth Edition. North Vancouver, British Columbia. Self-Counsel Press. 1989.

Boyd, Neil. *The Last Dance. Murder in Canada.* Scarborough, Ontario. Prentice-Hall Canada, Inc. 1988.

Caron, Roger. *Bingo! Four Days in Hell.* Agincourt, Ontario. Methuen Publications. 1985.

Caron, Roger. *Go-Boy!* Toronto, Ontario. McGraw-Hill Ryerson Ltd. 1978.

Culhane, Claire. *Barred From Prison. A Personal Account.* Vancouver, British Columbia. Pulp Press. 1979.

Culhane, Claire. *Still Barred From Prison.* Montreal, Quebec. Black Rose Books. 1985.

Davidson, Howard S. *Communications, Content and Cooperation: An Introduction to Psychology.* Calgary, Alberta. Desilig Ltd. 1991.

Duguid, Stephen and Fowler, Terry A. *Of Books and Bars. An Annotated Bibliography on Prison Education.* Burnaby, British Columbia. Institute for the Humanities. Simon Fraser University. 1988.

Marshall, W.L. & Barrett, Sylvia. *Criminal Neglect. Why Sex Offenders Go Free.* Toronto, Ontario. Doubleday Canada Limited. 1990.

McArthur, Micky. *I'd Rather Be Wanted Than Had: The Memoirs of an Unrepentent Bank Robber.* Toronto, Ontario. Stoddart Publishing Co. 1990.

McGilvary, Tony and Webber, Marlene. *Square John: A True Story.* Toronto, Ontario. University of Toronto Press. 1988.

Murphy, Dr. Peter. "Of Censorship and Prisons: Some Modest Proposals". *Prison Journal No. 8*. pp. 5-6.

Reid, Stephen. *Jackrabbit Parole*. Toronto, Ontario. Seal Books. McClelland-Bantam, Inc. 1986.

Schroeder, Andreas. *Shaking It Rough: A Prison Memoir*. Toronto, Ontario. Doubleday Canada Limited. 1976.

Tyman, James. *Inside Out. An Autobiography by a Native Canadian*. Saskatoon, Saskatchewan. Fifth House Publishers. 1989.

A Guide for Volunteers in Jails, Detention Centres and Correctional Centres. North Bay, Ontario. Ontario Ministry of Correctional Services. n.d.

Connection to Freedom II. Written and edited by inmates of the Vancouver Island Regional Correction Centre. 1990. Inquiries: 552 Pandora Avenue, Victoria, British Columbia, V8W 1N7.

Journal of Prisoners on Prisons. Vol. 2. No. 1. Edmonton, Alberta. Fall 1989.

Ministry of Correctional Services Volunteer Coordinators Procedures Manual. Draft Copy. North Bay, Ontario. Ontario Ministry of Correctional Services. n.d.

Prison Journal No. 5. Burnaby, British Columbia. Simon Fraser University's Prison Education Program. Simon Fraser University. 1985.

Prison Journal No. 7. Prison Literacy. Burnaby, British Columbia. Simon Fraser University's Prison Education Program. Simon Fraser University. 1988.

Prison Journal No. 8. Censorship. Burnaby, British Columbia. Simon Fraser University's Prison Education Program. Simon Fraser University. 1989.

Probation and Parole Services Volunteer Handbook. Draft Copy. North Bay, Ontario. Ontario Ministry of Correctional Services. n.d.

The Insider. Masqui's Prison Newspaper. Special Limited Edition. Abbotsford, British Columbia. Masqui Institution. August 1990.

The Other Prison: A Screenplay. Ottawa, Ontario. Winter Films. 1990.

The Westcoast Reader. North Vancouver, British Columbia. Capilano College. 1990.

Tightwire. Vol. 24. No. 2. Quarterly publication by the federal prisoners at the Prison For Women in Kingston, Ontario. Summer/Fall 1990.

University Education in Prison. A Documentary Record of the Experience of British Columbia. 1974-1986. Burnaby, British Columbia. Institute for the Humanities. Simon Fraser University. 1986.

Words from Inside. Vol. Nine. Brantford, Ontario. Prison Arts Foundation. 1989.

Words from Inside. Vol. Ten. Brantford, Ontario. Prison Arts Foundation. 1990.

Yearbook of Correctional Education 1989. Burnaby, British Columbia. Correctional Education Association and the Simon Fraser University Prison Education Program. 1989.

Yearbook of Correctional Education 1990. Burnaby, British Columbia. Correctional Education Association and the Simon Fraser University Prison Education Program. 1990.

Literacy Reports

Calamai, Peter. *Broken Words. Why Five Million Canadians Are Illiterate. The Southam Literacy Report*. Toronto, Ontario. 1987.

Cormier, Robert. *Post-Conference Report. National Conference on Offender Literacy. May 19-21, 1987*. Ottawa, Ontario. The Correctional Service of Canada. 1987.

McDonald, Barbara. *Report on the Literacy Needs of Women in Conflict With The Law*. Ottawa, Ontario. Canadian Association of Elizabeth Fry Societies. 1989.

Pate, Kimberly. *The John Howard Society of Canada National Literacy Project Report*. Vol. I & II. Calgary, Alberta. 1989.

Stewart, Heather. *Compulsory Education Policy and the Literacy Classroom*. A Paper presented at Masqui Prison on July 12, 1990 during a seminar of the CEA International Conference. Abbotsford, British Columbia. 1990.

Education Accountibility Year End Report. 1988/89. Correctional Services of Canada. 1989.

Non-Canadian Publications

Freire, Paulo. *Pedagogy of the Oppressed*. New York, New York. The Continuum Publishing Company. 1990.

McCormack, Sister Maureen. "A Road Taken: The Prison Experience." *Sisters Today*. June/July 1982.

Morris, Norval. *The Future of Imprisonment. Studies in Crime and Justice*. Chicago. The University of Chicago Press. 1974.

Shor, Ira. ed. *Freire for the Classroom. A Sourcebook of Liberatory Teaching*. Portsmouth, New Hampshire. Boynton/Cook Publishers. 1987.

Walker, Jan. *Booklets for Inmates. Letters*. Gig Harbor, Washington State. Delma Writes. 1990.

Walker, Jan. *Booklets for Inmates. Wait a Minute... I'm a Parent Too*. Gig Harbor, Washington State. Delma Writes. 1990.

Walker, Jan. *Booklets for Inmates. Men and Women and Sex*. Gig Harbor, Washington State. Delma Writes. 1990.

Council of Europe. Legal Affairs. Education in Prison. Strasbourg. Council of Europe. 1990.

Correctional Services of Canada Publications

Blanchard, Cecelia. *Crime and Punishment; A Pictorial History. Five Parts*. 1985.

Academic Education Secondary Levels

Adult Basic Education Program

Basic Facts About Corrections in Canada. 1990.

Canada's System of Justice. Department of Justice Canada. 1988.

Education and Personal Development for Federal Offenders

Facilities of the Correctional Service of Canada

Get the Facts About... Federal Corrections in the Community

Get the Facts About... Parole

Get the Facts About... Federal Corrections

How it works — a handy guide to The Canadian Criminal Justice System: Jurisdictions and Responsibilities

Let's Talk Corrections

Let's Talk: Task Force on Federally Sentenced Women Released. 1990.

Listening to the Victim

Mission of the Correctional Service of Canada. 1989.

Mission Statement of the National Parole Board. 1986.

National Parole Board

Some People Say... National Parole Board. 1987.

Victims: Questions & Answers on Parole. 1989.

Vocational Education

advertising the program, 78-80

Books and Bars, Of, 84
address, *92*

Broken Words, 20-1, 36

building walls, 24-5

Canadian Policy Information Centre, 85

Communications, Content and Cooperation, 66-7
address, *71*

confidentiality, 31-2, 86-7

Core Literacy, 55, *71*, 84, *92*

Correctional Education Association, 84
address, *91*

Correctional Services Canada, 19, 44-7, 103-6, *111*
address, *35*, *50*

correctional staff titles, 105-8

culture and literacy, 13-6

Elizabeth Fry Society, 17-9, *35*, 57, 79, 82, 98, 100
address, *35*

environment, 21-4

expectations of the tutor, 81-2

facts and definitions, 103-110

federal institutions, 75-6, 103-6, *111*

feedback / communication, 85, 89-90, 96

films, 10, *51*, 82
7th Step to Freedom, The, *51*
Cell 16, *51*
Other Prison, The, 10, *51*, 82
Tiers, *51*
Warehouse for Bodies, A, 51

Freire, 70, *72*

Freire for the Classroom, A Sourcebook for Liberatory Teaching, 72

Guide for Volunteers in Jails, Detention Centres and Correctional Centres, A, 84, *92*

impartiality, 31-4, 49

institutional rules, 86

Journal of Prisoners on Prisons, The , 67, 71-2
address, 72

liaison, 77-8

National Film Board, 84
address, *51*

National Literacy Project Report, 20, 28, 36

Native Canadians, 14-5

ongoing training, 85

Ontario Ministry of Correctional Services, 47, 84, 103-5, 107-8, 110, *111*
address, *92*

Ontario Ministry of Education, 52

parole and probation, 106-8

Pedagogy of the Oppressed, 72

poverty, 16-9, 64-6

Prison Arts Foundation, 9-10, 26, 36-7, 67
address, 37

Prison Journal, 24, 30-1, 37, 67-8
address, 36

prison culture, 13, 30-2

protocol, 88

provincial institutions, 63, 75-6, 103-5, 107-8, 110

Reaching Out to Family. Letters, 50-1

regional plan, 76

Reid, 26, 72

reintegration, 43, 46, 48-50

release, 95-9

Report on the Literacy Needs of Women in Conflict with the Law, 17, 35, 57

Core Literacy is a community-based, charitable organization which provides literacy programming at a number of locations in Waterloo Region, including the Waterloo Detention Centre.

BEST COPY AVAILABLE

ISBN 0-9695074-0-2